DOCUMENT RESUME

ED 135 809 TM 005 902

AUTHOR	Nealy, Bill; And Others
TITLE	Program To Operationalize a New Training Pattern for Training Evaluation Personnel in Education. Final Report. Part D - Report on Implementation of Decision-Oriented Evaluation Units in Consortium Agencies.
INSTITUTION	Ohio State Univ., Columbus. Research Foundation.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
BUREAU NO	09039
PUB DATE	30 Jun 73
GRANT	OEG-0-71-1051
NOTE	123p.; For related documents, see TM 005 901-904
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Agency Role; Consortia; *Decision Making; *Educational Programs; *Educational Researchers; *Evaluation; Evaluation Methods; Graduate Study; Higher Education; Interviews; *Needs Assessment; Program Design; Program Evaluation; Program Proposals; Standards; Training Objectives
IDENTIFIERS	*Ohio State University Model Training Project

ABSTRACT

This document is divided into three main parts. The first part includes the introduction, history, objectives and rational for the Model Training Project (MTP); part two deals with the individual consortium responses to the questionnaire developed for this report; and the final section contains the summary and conclusions derived from the previous section. Early in the planning process the consortium established the task of developing and implementing a Model Training Program which would satisfy six main conditions: (1) Respond to critical manpower needs in the general area of programmatic educational improvement; (2) Provide experience-based training; (3) Use resources available within the consortium for implementation of the program; (4) Be open-ended and continually responsive to emergent training needs in educational improvement areas; (5) Be guided by a continuing productive evaluation system; and (6) Be governed and implemented by the total consortium. The membership of the Model Training Program included two project administration agencies, one university-based training agency, eight field-based training agencies, five support system agencies, and eight cooperating agencies. Due to internal (university based) problems, a change in leadership and a change in focus, N.I.E. decided to phase out the project. It is the purpose of this paper to document the role the consortium played in the project, the results obtained, and the positive and negative outcomes of the consortium involvement. (Author/MV)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED135809

PROGRAM TO OPERATIONALIZE A NEW TRAINING PATTERN FOR TRAINING EVALUATION PERSONNEL IN EDUCATION

Final Report
Project Number 09039
Grant No. OEG-0-71-1051
National Institute of Education

Part D - Report on Implementation of Decision-Oriented Evaluation Units in Consortium Agencies

Prepared by:

Bill Nealy
Bill Berutti
John Hilderbrand

June 30, 1973

The Ohio State University Research Foundation
1314 Kinnear Road
Columbus, Ohio 43212

TM005 902

TABLE OF CONTENTS

PREFACE iii

INTRODUCTION 1

CONSORTIUM ORGANIZATION AND RELATIONSHIPS 2

INVOLVEMENT, COMMITMENT, AND PRINCIPLES 5
    Principles for Success of a Consortium 6

HISTORY 7
    Context Evaluation Finding 9
    The Major Goals 10

PROJECT PURPOSE AND RATIONALE 11
    Overall Objectives 11
    General Program Strategy 14

CONSORTIUM INTERVIEWS 21
    Dallas Independent School District 22
    Council of Great City Schools 27
    Saginaw Public Schools 31
    Northwest Regional Laboratory 36
    Institute for Educational Development 42
    Montana State Department 47
    Michigan Department of Education 53
    Phi Delta Kappa 58
    Cincinnati Public Schools 63
    Center for Vocational and Technical Education 68
    Faculty of Educational Development 74
    Council of Great City Schools 79

SUMMARY AND CONCLUSIONS

    Section 1 83
    Section 2 84
    Section 3 85
    Section 4 87
    Section 5 88
    Section 6 89
    Section 7 90

APPENDIX A 92

APPENDIX B 113

APPENDIX C 116

PREFACE

This report draws heavily from previous project reports written by the original project staff. Also recognition should be given to the adjunct professors who gave their time and effort to respond to the interviews.

PART D - REPORT ON IMPLEMENTATION OF DECISON-ORIENTED EVALUATION UNITS IN CONSORTIUM AGENCIES

This document is divided into three main parts. The first part is the introduction, history, objectives and rationale for the project. Part two deals with the individual consortium responses to the questionnaire developed for this report. The final section contains the summary and conclusions derived from the previous section.

INTRODUCTION

Early in the planning process the consortium established the task of developing and implementing a Model Training Program which would satisfy six main conditions:

1) Respond to critical manpower needs in the general area of programmatic educational improvement
2) Provide experience-based training
3) Use resources available within the consortium for implementation of the program
4) Be open-ended and continually responsive to emergent training needs in educational improvement areas
5) Be guided by a continuing productive evaluation system
6) Be governed and implemented by the total consortium.

The membership of the Model Training Program included two project Administration agencies, one university-based training agency, eight field-based training agencies, five support system agencies, and eight cooperating agencies.

Due to internal (university based) problems, a change in leadership and a change in focus, N.I.E. decided to phase out the project. It is the purpose of this paper to document the role the consortium played in the project, the results obtained, and the positive and negative outcomes of the consortium involvement.

CONSORTIUM ORGANIZATION AND RELATIONSHIPS

This section describes the efforts to develop a functional consortium. Included are the structure of the consortium, involvement and commitments of its member agencies, principles for its operation, procedures followed in its development, and a discussion of how it operated the training component of the overall program.

It is to be emphasized that the building of a well functioning consortium is a pervasive necessity for the development and operation of the proposed training program. The consortium was viewed as the key to the following critical concerns:

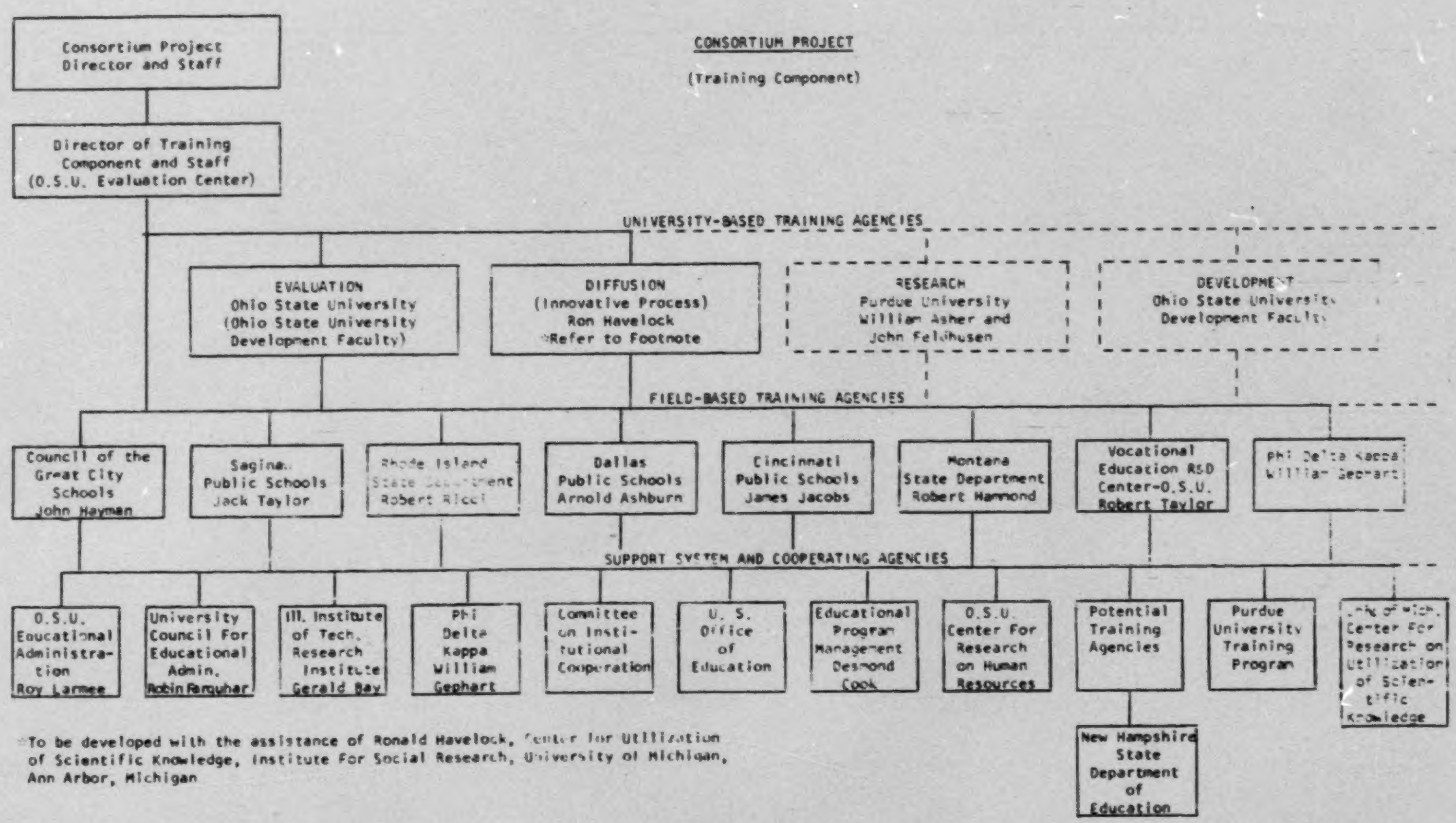
1. Bridging the theory-practice gap
2. Making university-based experience realistic
3. Making field internship experiences meaningful and effective learning experiences
4. Establishing a viable foundation on which a long lasting program can be built which also can ultimately produce large numbers of trained people for areas of need

Member institutions were those field and university-based agencies which shared systematically in responsibility and resources for the consortium program, and support system agencies shared on an ad hoc basis. Representatives of the member and support system institutions served as the decision-making team for the consortium.

Cooperating organizations were those brought in from time to time for a specific purpose or project; they would not necessarily be represented on the decision-making team. However, if decided by the decision making

CONSORTIUM PROJECT

(Training Component)


Consortium Project Director and Staff
Director of Training Component and Staff (O.S.U. Evaluation Center)
UNIVERSITY-BASED TRAINING AGENCIES
EVALUATION Ohio State University (Ohio State University Development Faculty)
DIFFUSION (Innovative Process) Ron Havelock *Refer to Footnote
RESEARCH Purdue University William Asher and John Feldhusen
DEVELOPMENT Ohio State University Development Faculty
FIELD-BASED TRAINING AGENCIES
Council of the Great City Schools John Hayman
Saginaw Public Schools Jack Taylor
Rhode Island State Department Robert Ricci
Dallas Public Schools Arnold Ashburn
Cincinnati Public Schools James Jacobs
Montana State Department Robert Hammond
Vocational Education R&D Center-O.S.U. Robert Taylor
Phi Delta Kappa William Gephart
SUPPORT SYSTEM AND COOPERATING AGENCIES
O.S.U. Educational Administration Roy Larmee
University Council For Educational Admin. Robin Farquhar
Ill. Institute of Tech. Research Institute Gerald Bay
Phi Delta Kappa William Gephart
Committee on Institutional Cooperation
U. S. Office of Education
Educational Program Management Desmond Cook
O.S.U. Center For Research on Human Resources
Potential Training Agencies
Purdue University Training Program
Univ. of Mich. Center For Research on Utilization of Scientific Knowledge
New Hampshire State Department of Education

*To be developed with the assistance of Ronald Havelock, Center for Utilization of Scientific Knowledge, Institute For Social Research, University of Michigan, Ann Arbor, Michigan

Figure I

team that a person from a cooperating organization would add strength to that team, he could be added.

The program supervisor was the director of the Ohio State University Evaluation Center. Directly responsible to him was an executive program director.

The proposed program was comprised of four components: training, materials development, dissemination, and evaluation. Each component required a director and staff to be quartered at The Ohio State University Evaluation Center. The training component was given first priority for staff and funding. A breakout of the organization of this component is depicted in Figure 1. The other three components will be described during Phase One of the project.

The second row of Figure 1 shows field-based training agencies and suggests interaction between them and the university-based training agencies. The third row contains the support system and cooperating organization in a similar relationship.

Figure 1 contains the original list of the field-based training agencies and the support system and cooperating agencies. This list was modified and changed over the life of the project. The following list is the most current:

Dr. Henry M. Brickell
Institute for Educational Dev.
52 Vanderbilt Avenue
New York, New York 10017

Dr. Jean Butman, Director
Research and Evaluation Div.
Northwest Regional Lab
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

*Dr. William J. Gephart
Director of Research Services
Phi Delta Kappa
Eighth Street & Union Avenue
Bloomington, Indiana 47401

*Dr. James Jacobs
Director of Research
Cincinnati Public Schools
230 East Ninth Avenue
Cincinnati, Ohio 45202

Dr. C. Philip Kearney
Assoc. Superintendent for Research
and School Administration
State Department of Education
Lansing, Michigan 45902

*Dr. J.A. LasManis
Director of Research
The Council of the Great City
Schools
1819 "H" Street N.W.
Washington, D.C. 20006

Dr. William Loadman
Nisonger Center for Mental
Retardation
The Ohio State University
1580 Cannon Dr., McCampbell Hall
Columbus, Ohio 43215

*Dr. Daniel Stufflebeam .
Director Evaluation Center
The Ohio State University
1712 Neil Avenue
Oxley Hall
Columbus, Ohio 43210

*Dr. Jack P. Taylor, Sup.
Saginaw Public Schools
550 Millard Street
Saginaw, Michigan 48610

*Dr. Jerry Walker
The Center for Voc. & Tech Ed.
The Ohio State University
1960 Kenny Road
Columbus, Ohio

*Dr. William Wayson
The Development Faculty
The Ohio State University
Ramseyer Hall
Columbus, Ohio 43210

*Dr. William Webster
Assist. Superintendent
Research & Evaluation Unit
Dallas Indep. School Dist.
3700 Ross Avenue
Dallas, Texas 75204

*Vitae for these agencies are located in Appendix A.

INVOLVEMENT, COMMITMENT, AND PRINCIPLES

All member representatives of the consortium were equal voting members of the decision-making team. The Ohio State University Evaluation Center staff's role was to make recommendations about operational objectives, new members, and other business to the members at decision meetings. These recommendations were reacted to, changed, improved, and adopted as operating policy for the project.

In addition, each of the original members accepted a staff advisory position for which he was to be paid as a staff member to assist in the planning of the operational program. In these roles Jack Taylor (Saginaw) served as chairman of the decision-making team and worked closely with Daniel Stufflebeam, the project director; James Jacobs (Cincinnati) served as advisor to the context evaluation staff; Robert Hammond (Montana) served as advisor to the input evaluation staff; Gerald Bay (IITRI) served as advisor to Darrell Root, the executive officer; Donald Sanders (OSU) served as advisor to Barbara Redick, the information Specialist; and Robert Taylor (OSU) served as adviser to the consortium development team.

A request was sent to each member agency for a letter of commitment concerning the Model Training Program. Each agency representative was requested to describe in his response what he believed the role of his agency to be.

Robin Farquhar (UCEA), representing a successful consortium operation, consulted with the project staff on the operation of the consortium. With his advice, the following list of operating principles was developed:

Principles for Success of a Consortium

1) Member institutions should not be in dysfunctional competition with one another, at least insofar as consortium-related operations are concerned.

2) Each member institution should have something unique to contribute to the productive operation of the consortium; there must be give, as well as take, by all members.

3) Participation in the consortium should yield direct and significant benefit to all member institutions.

4) Contribution of member institutions in the consortium should complement or supplement one another in a fruitful fashion; they should not cancel one another out in terms of impact or replicate one another unnecessarily. Overall, there should be an internal balance among contributions and a gestalt effect that is greater than the sum of the parts.

5) All member institutions should have clearly established, equal, and regular opportunities to influence consortium programs and policies.

6) The consortium should be a leadership as well as a service agency with respect to member institution operations; it should not only respond to immediate needs, but should identify future needs and design programs to respond to them.

7) Mechanisms must be established for fast and easy communication, not just between consortium members and the central agency, but also among consortium members.

8) Approaches must be developed to assess the effectiveness of the consortium's program. This means that objectives for the consortium as a consortium must be specified, means of determining the degree to which these objectives are achieved must be developed, and procedures for adapting consortium operations (or changing consortium objectives) on the basis of evaluative feedback must be established.

9) Procedures and criteria for adding institutions to, or dropping them from, consortium membership must be established.

10) The relationships between the consortium (in terms of its products and processes) and external individuals and institutions must be delineated (with respect to both input to and output from the consortium).

11) While a core of benefits from consortium membership should be received by all participants in common, the value of other significant benefits received from the consortium should be directly related to the extent of contribution made to its operations.

12) Mechanisms should be devised whereby new individuals in member institutions may be educated and socialized with respect to the rights, privileges, and responsibilities of consortium membership; the history, purposes, and functions of the consortium; the policies, processes, and products of consortium operations; and the structure, governance, and support mechanisms of the consortium.

Using the letter of commitment from each consortium member and this list of operating principles, a subcontract was negotiated with each agency during Phase One of the project.

HISTORY

Consortium members were recruited from organizations concerned with educational program improvement through research, development, diffusion, and evaluation. They were also recruited because they were presently involved in some RDD&E effort for program improvement. Each agency's need for training in RDD&E functions, as well as its capacity to complement needs of other members, were criteria used for selection of members.

At the July, 1970, meeting of the decision-making team, it was unanimously decided that a member should withdraw from the consortium at any time it was judged that the member's participation was not mutually beneficial to the agency and to the project. This judgment could be made by the member agency, the decision-making team, or by recommendation of the project director. At present, one agency has been dropped and six have been added. It was believed that membership should be open to this degree in order to to maintain a strong functioning consortium.

The consortium membership included three agencies of The Ohio State University--The Evaluation Center, represented by Daniel Stufflebeam, Director; the Educational Development Faculty, represented by William Wayson, Chairman; and The Center for Vocational and Technical Education, represented by Robert Taylor, Director. Ronald G. Havelock, from the Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, was a member for the planning phase. Local school district memberships include Cincinnati, Ohio; Dallas, Texas; and Saginaw, Michigan, represented respectively by James Jacobs, Director of Program Research and Design; William Webster, Assistant Superintendent Planning Research and Evaluation; and Jack Taylor, Superintendent. The Council of the Great City Schools, Washington, D.C. represented by John Hayman, Chicago, Illinois, represented by Gerald Bay, Manager of Technology Utilization Section; and Phi Delta Kappa International, Bloomington, Indiana, represented by William Gephart, Director of Research Services.

Context Evaluation Findings

The context evaluation report, which served as the basis for the objectives, was designed to assist the consortium decision makers to identify and assign priorities to training objectives.

Areas studied included research, development, diffusion, evaluation, social analysis, and program management. Original manpower supply and demand data collected from the consortium agencies, from all but four of the regional educational laboratories, and from twenty-seven state departments of education. Also, many reports, including those of Clark and Hopkins, Barbadora, the AERA Task Force on Research Training, Teaching Research in Oregon, and other literature in the field were collected and analyzed. An analysis and synthesis of the data indicated the following priority of training and program development needs: 1) evaluation, 2) diffusion, 3) development, 4) research, 5) social analysis, and 6) administration.

Further, diffusion development was found to be hindered by the lack of a consistent definition of diffusion; research and development were viewed as having less need for new training programs than either evaluation or diffusion; and the needs were even less, at least in this study, in the fields of social analysis and administration.

Evaluation was suggested as the core area for the purposed training program for three primary reasons. First, it was revealed to be the area for greatest priority need. Second, it is closely related to the other areas in that it provides a source of data for decision-makers in research, development, diffusion, and administration. And third, manpower shortages projected by Clark and Hopkins indicated critical shortages would occur under Elementary and Secondary Education Act Titles I, II, and IV in the area of evaluation if training priorities remained unchanged. This need was substantiated by Worthen and Sanders in their analysis of the 1968 AERA employment service data that revealed three evaluation vacancies for every trained evaluator.

Although the precise number of evaluators needed was unknown, it was clear that the demand was not being met. Further, this need would rise sharply as the concept of and resulting demand for educational accountability develops, and evaluator training programs must be developed to meet the projected needs.

The Major Goals

Based upon the context evaluation, evaluation was chosen as the top priority area and innovation process (diffusion) as the second priority area for the projected training program.

Evaluation was chosen because it is the area of greatest need and of greatest capability in the consortium. Since evaluation pervades every area of the change process, concentration on this area should bear relevance for the solution of problems relating to research, development, diffusion social analysis, and program administration.

Diffusion (innovation process), the second greatest area of need for training, requires the development of new training capabilities in the consortium.

While research and development were found to be lesser areas of need, and while they are not suggested for high priority attention in this project, it is to be noted that The Ohio State University has for some time operated strong training programs in these areas. Also, the Purdue University Title IV Research Training Program was to be a cooperating agency of the program The new training program to be focused on evalation was to complement the existing training programs in research and development. Concrete efforts were made to develop cooperative relationships among these programs.

Social analysis and administration (the two areas added by the decision-making team for consideration along with RDD&E) were not indicated by the context evaluation to merit primary attention by the consortium.

PROJECT PURPOSE AND RATIONALE

The formulation of project objectives was a continuing process in response to a variety of factors. These include the results of the developmental activities of the project, the suggestions of consortium representatives and program staff, evaluative feedback from the internal evaluation unit, evaluative feedback from the external evaluation panel, and limitations of funds available for the project. This section identifies the six basic objectives for the Model Training Project and describes the general program strategy being followed to achieve them.

Overall Objectives

1. TO CONCEPTUALIZE A GENERAL MODEL FOR TRAINING EDUCATIONAL EVALUATORS. THIS MODEL WILL:
    (a) Specify recruitment procedures, application procedures, selection procedures, advisory committee procedures, program designing procedures, program experience and monitoring procedures, program completion procedures, placement procedures, and reentry procedures

    (b) Provide well-defined bases for development of procedures, documents, and activities necessary to its implementation

    (c) Be sufficiently generalizable so that it can be installed and operated by groups of field and university agencies beyond the consortium operating the present project

    (d) Be generalizable for training of personnel in the areas of research, development, and innovation process, in addition to evaluation

    (e) Be internally consistent

    (f) Be interpretable to general education audiences

(g) Suggest criteria for operational testing

(h) Be viable both in terms of funding and the usual academic constraints to be found in groups of field and university agencies other than those presently involved in the Model Training Project

2. TO OPERATIONALIZE A GENERAL MODEL FOR TRAINING EDUCATIONAL EVALUATORS. THE MATERIALS AND SYSTEMS THIS WILL REQUIRE WILL INVOLVE:

   (a) Recruitment procedures and materials

   (b) Selection procedures and materials

   (c) Proficiency tests for trainee diagnosis

   (d) Specific curriculum modules pertaining to content of the training model that might be transmitted to students via correspondence training, field training, or short-term institute-type training

   (e) Material for planning students' programs

   (f) Project resource data bank

   (g) Procedures and materials for placement of students, both in internship and regular job situations.

   (h) Cognitive and affective behaviors that students at each level of the training project will be able to exhibit following completion of training

3. TO IMPLEMENT THE GENERAL MODEL FOR TRAINING EDUCATIONAL EVALUATORS. THIS WILL INVOLVE:

   (a) Identifying a sizable pool of potential trainees for the Model Training Project

   (b) Assessing qualifications of applicants for participation in the Model Training Project to identify those most likely to pursue an evaluation career and perform ably in such a role

   (c) Selecting outstanding applicants for training who aspire to become generalist evaluators, directors of evaluation offices, professors of evaluation, and evaluation-oriented educational leaders

   (d) Each student will be helped to diagnose his training needs, project a relevant program of university and field training experiences, and to interact systematically with a committee of field- and university-based professors

   (e) Students will participate in specially devised seminars, and participate meaningfully in evaluation work experiences

(f) Students will exhibit desired terminal behaviors and attitudes following completion of their training program, as specified in the overall training model

(g) Students will be placed in satisfying professional positions following completion of their training programs

(h) Students will have the opportunity to reenter the Model Training Project for further training beyond a previously completed program

4. TO TEST THE GENERAL MODEL FOR TRAINING EDUCATIONAL EVALUATORS. THE MODEL WILL BE:

(a) Tested for its coherence in terms of the extent its essential features communicate well with students, trainers, field personnel, and curriculum specialists

(b) Subjected to tests of internal consistency and comprehensiveness, generalizability, and transportability to determine its conceptual adequacy

(c) Assessed in its operational form to determine the extent all components have been sufficiently operationalized, as well as the extent the parts interact to serve the overall functions of the model

(d) Described and assessed under conditions of implementation to determine its operating characteristics, including costs, ease of use, and adherence to the conceptual model

(e) Assessed in terms of the skills, knowledges, and attitudes of students trained through its use, as well as in terms of the perceptions of those students and persons who interact with them both during and after training

5. TO DEVELOP A CONSORTIUM OF FIELD AND UNIVERSITY AGENCIES THAT WILL IMPLEMENT THE TRAINING MODEL IDENTIFIED IN OBJECTIVE I. THIS CONSORTIUM WILL:

(a) Include agencies that have taken leadership in educational evaluation and that represent schools, state education departments, research and development institutions, national educational agencies, and university agencies

(b) Develop a national faculty of highly qualified evaluation leaders who can offer both university- and field-based training and who are thoroughly acquainted with and involved in the development of the Model Training Project

(c) Be bound together by appropriate legal agreements

(d) Design and implement a feedback network among consortium members that will maintain good communication within the consortium and among the members of the national evaluation faculty

(e) Provide a real-world laboratory for field-based training in evaluation

(f) Serve as a mechanism for the recruitment of able students into the field of evaluation

(g) Serve as a first-line network of agencies for placing trained evaluators

(h) Provide sites for field testing of the general training model and specific training materials

(i) Provide a network of agencies that accept support and implement effective evaluation procedures

(j) Develop and implement long-range plans for collaborative efforts of the consortium agencies in the improvement of evaluation theory, practice, and training

6. TO ASSIST AGENCIES OF THE CONSORTIUM TO INSTITUTIONALIZE EVALUATION THROUGH PLACEMENT OF MODEL TRAINING PROJECT GRADUATES AND THROUGH INSERVICE TRAINING ACTIVITIES IN THE CONSORTIUM AGENCIES. SUCCESSFUL INSTITUTIONALIZATION EFFORTS WILL BE CHARACTERIZED BY THE ABILITY OF THE MODEL TRAINING PROJECT TO:

   (a) Meet evaluation core staff needs of the evaluation system in the consortium agencies

   (b) Train additional on-site personnel by means of an inservice evaluation training program to develop and increase the evaluation skills of persons presently employed at the consortium agencies

   (c) Assist consortium agencies to diagnose and respond to their evaluation needs and problems

   (d) Assess the movement of each consortium agency toward institutionalization of evaluation

General Program Strategy

The general program strategy of the Model Training Project to accomplish the six objectives to train evaluators and those in evaluator-related positions was through a consortium of university and field-based training sites. Because the six objectives are interrelated, a complete program requires the accomplishment of all six.

The consortium of diversified types of educational agencies influenced the design of the training model because of the varied training needs of the personnel of these agencies. The training model was designed to meet the specific needs of these agencies and agencies of a like nature.

The strategy was to provide, by the end of the project, examples of evaluation institutionalized in a number of different kinds of educational agencies across the country. Further, the strategy envisioned a national university concept. Adjunct professors at field sites were accessible to students and conveniently located for converting evaluation theory to practice.

The student support strategy of funding students for work positions at the Evaluation Center rather than paying stipends served several purposes. It extended a very limited budget to accomplish the project, provided on-the-job training in the university setting, afforded the opportunity to apply classroom learning immediately to field situations, and offered a fee waiver for coursework.

In general, the strategy for students provided:

1) An exposure to a wide variety of multiple experiences.

2) For student mobility, not only in geographic area, but also in type of evaluation.

3) A training ground for personnel who would eventually fulfill some of the manpower needs of evaluation.

4) An area in which students could fulfill their own needs, through the generation of an individualized coursework and inservice training program.

5) A flexible program, not only for the student, but for the agency involved.

As stated earlier, two of the objectives proposed by the Model Training Project related directly to the consortium. These objectives were numbers 5 and 6. In order to fulfill these stated objectives, "Standards for Evaluation" and "Proposed Evaluation Processes" were determined by the project staff. These standards and processes are presented below:

GENERAL OBJECTIVE 5. TO DEVELOP A CONSORTIUM OF FIELD AND UNIVERSITY AGENCIES THAT WILL IMPLEMENT THE TRAINING MODEL IDENTIFIED IN OBJECTIVE 1.

Standards for Evaluation	Report of Proposed Evaluation Processes
(a) This consortium will include agences that have taken leadership in educational evaluation and that represent schools, state education departments, research and development institutions, national educational agencies, and university agencies.	1. The list of consortium agencies and their functions will be analyzed by the Evaluation Unit using a criteria list to determine if the agencies have exercised leadership.
(b) This consortium will develop a national faculty of highly qualified evaluation leaders who can offer both university- and field-based training and who are throughly acquainted with and involved in the development of the Model Training Project	1. The adjunct professor will be compared by the evaluation unit relative to the Ohio State University educational development criteria for faculty selection.
	2. The attendance and degree of interactive involvement of adjunct professors will be documented in the quarterly consortium meetings.
(c) This consortium will be bound together by appropriate legal agreements.	1. The project director will be asked to produce documentational legal agreements that bind the consortium.
(d) This consortium will design and implement a feedback network among consortium members that will maintain good communication within the consortium and among the members of the national evaluation faculty.	1. The project director will be asked to produce evidence that an information feedbaack network exists between consortium members (e.g., the Newsletter and the position of Consortium Developer).
	2. At the quarterly consortium meetings adjunct professors will be surveyed to document inter-consortium contact, and and to assess the usefulness that contact. And following the consortium meeting, adjunct professors will be surveyed to determine awareness of the main issues and decisions important to consortium operation.

Standards for Evaluation	Report of Proposed Evaluation Processes
	3. The materials development component will be asked to produce feedback evidence on the use of communications materials such as the Adjunct Professors and Procedures Handbook.
(e) This consortium will provide a real-world laboratory for field-based training in evaluation.	1. Student advisory records will be surveyed to assess if students are being placed in consortium sites for training.
	2. The process evaluation data collected under General Objective 3 (implementation of the model) will be analyzed to assess the consortium provision of real world laboratory training experiences.
(f) This consortium will serve as a mechanism for the recruitment of able students into the field of evaluation.	1. Student records will be surveyed to assess the percentage of students recruited from within the consortium.
(g) This consortium will serve as a first-line network of agencies for placing trained evaluators.	1. Student records will be surveyed upon graduation to assess the initial work site selected by the graduate, and the ratio of consortium to non-consortium placements will be completed.
	2. The follow-up proposed for the 1973-1974 funding period will provide data from which the ratio of consortium to non-consortium work up to a year after graduation will be completed.

Standards for Evaluation	Report of Proposed Evaluation Processes
(h) This consortium will provide sites for field testing of the general training model and specific training materials.	1. The materials development component will be asked to produce evidence that materials have been field tested in consortium agencies. 2. The process evaluation data gathered under General Objective (implementation of the model) will be analyzed if the training model is being tested in consortium agencies.
(i) This consortium will provide a network of agencies that accept support and implement effective evaluation procedures.	1. The consortium members will be asked to submit written policy statements of the parent organization that indicate support of evaluation procedures and evidence that the member agent is fulfilling its part of consortium membership. 2. The consortium member will be asked to submit budget reports that reflect support for evaluation activities. 3. The reports of the site visit teams to occur during 1971-1972 will be analyzed relative to the implementation of effective evaluation procedures. For example, the affect of the following variables on decision-making will be assessed: staffing, evaluation unit placement on organization chart, etc. 4. Institutionalization plans and reports will be analyzed relative to increased implementation and effectiveness of evaluation procedures.
(j) This consortium will develop and implement long-range plans for collaborative efforts of the consortium agencies in the improvement of evaluation theory, practice and training.	1. The project director will be asked for evidence of the following: (a) materials and documents relative to an on-going consortium evaluation plan

Standards for Evaluation	Report of Proposed Evaluation Processes
	(b) Evidence of plans and actions of collaboration between agencies.
	(c) Evidence that the quarterly consortium meetings provide for and produce policy decisions to establish and carry out long-range colloborative inter-agency plans to improve evaluation theory, practice and training.

GENERAL OBJECTIVE 6. TO ASSIST AGENCIES OF THE CONSORTIUM TO INSTITUTIONALIZE EVALUATION THROUGH PLACEMENT OF MODEL TRAINING PROJECT GRADUATES AND THROUGH INSERVICE TRAINING ACTIVITIES IN THE CONSORTIUM AGENCIES.

Standards for Evaluation	Report of Proposed Evaluation Processes
(a) Successful institutionalization efforts will be characterized by the ability of the Model Training Project to meet evaluation core staff needs of the evaluation system in the consortium agencies.	1. The follow-up of students during the 1973-1974 funding period will gather data relative to graduate performance and agency staff needs.
	2. Consortium agency adjunct professors will be surveyed to seek their core staff needs. This data will be compared with the quantity of graduates and trainees available to serve agency core needs.
(b) Successful institutionalization efforts will be characterized by the ability of the Model Training Project to train additional on-site personnel by means of an inservice evaluation training program to develop and increase the evaluation skills of persons presently employed at the consortium agencies	1. Adjunct professors will be asked to produce documented evidence attendance figures, (e.g., agenda, materials, etc.) in-service training at their site.
	2. The materials development component will be asked to specify and present evidence of materials developed for inservice training.

Standards for Evaluation	Report of Proposed Evaluation Process
	3. A record of the use of materials development materials will be a follow-up feedback instrument included with each materials package.
(c) Successful institutionalization efforts will be characterized by the ability of the Model Training Project to assist consortium agencies to diagnose and respond to their evaluation needs and problems.	1. The reports from the 1971-1972 site visit teams will be analyzed to assess if needs and problems have been delineated. 2. At the quarterly consortium meetings adjunct professors will be surveyed relative to project aid received in the diagnosis of needs and problems (e.g., the usefulness of the site visit self-evaluation forms, the effects of O.S.U. sponsored mini-workshops, etc.)
(d) Successful institutionalization efforts will be characterized by the ability of the Model Training Project to assess the movement of each consortium agency toward institutionalization of evaluation.	1. The adjunct professor's quarterly consortium meeting reports on the institutionalization of evaluation at their site will be assessed over time to determine the increase or decrease in institutionalization. The findings of the site visit teams during the 1971-1972 funding period will provide a standard for comparison for each agency.

CONSORTIUM INTERVIEWS

This section contains the individual responses of adjunct professors to the Interview Questionaaire. A copy of the questionnaire is in Appendix B. In addition to the questionnaire, each agency was given a copy of the Criteria for MTP Consortium Membership, which is in Appendix C. This technique was used primarily to solicit responses that would highlight the strengths and weaknesses of a consortium. All interviews were done on site by the present MTP staff assigned to this particular product.

CONSORTIUM INTERVIEW
Dr. Arnold Ashburn
Dr. William Webster
Dallas Independent School District

May 10 & 11, 1973
Interviewer: John Hilderbrand

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROGRAMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

   RESPONSE: 1) Problems:
   - a) Recruiting, training, and upgrading personnel with the agency
   - b) Did not have a good supply of qualified people to choose from
   - c) Difficult to get good people especially at the masters and bachelors level

   2) Projects:
   - a) District does not hire for a particular project (Research & Evaluation section); a person might work on three or four different projects.

   3) Organizational:
   - 1) Strength in belonging to a network, plus more visibility

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

   RESPONSE: 1) Accentuated the need for staff development; very concerned with staff credibility

   2) Recruiting supply of qualified personal was scarce; the consortium gave the district a pipeline on people to be hired and the interns could be observed before hiring; one advantage for the university and students was that placement could occur prior to graduation; a second advantage to the district was the placing of interns into open positions until qualified people could be found to occupy these positions.

3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

   RESPONSE: 1) Same as response to question 2 above

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) Opportunity: notified of the opportunity by a staff member from Dallas of the possibility of joining the consortium

   Needs: See Section 1

   Problems: Concerned with cost, in terms of money, manpower and time allocations

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

   RESPONSE: 1) The main problem was based on the question of legality; also, there was some concern of committing the district to a project based out of state.

3. IN REVIEWING THE CRITERIA FOR SELECTION, WHICH CRITERIA WAS THE MOST DIFFICULT? WHY?

   RESPONSE: 1) Number 7 criteria, "The agency shall commit itself to pay support and to pay tuition costs for all trainees receiving Ohio State University credit in the time they are based as an intern in that agency", was the most difficult; Number 5 criteria, "The agency shall serve as a recruitment and placement agency for trainees of the program," was the second most difficult.

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

   RESPONSE:
   1) Pipeline for hiring, able to observe interns
   2) Interaction and cooperation with other agencies
   3) Training of own staff; the staff of the district able to observe interaction in the quarterly meeting held in Dallas
   4) Free exchange of materials, reports, designs
   5) Training materials for both personnel and materials disseminated to the consortium prior to publication
   6) Visibility to the district

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

   RESPONSE:
   1) Same visibility
   2) Able to hire some people
   3) Some training not as much inservice training as wanted
   4) Some exchange between consortium especially quarterly meeting

Section III (Continued)

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) Major problem as seen by the district was no reduction of work load for those participating in the consortium; therefore, the classes suffered.

Comment: the on-site training was good; money should have been provided for released time to the professional(s) in the district who participated in the consortium.

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
   A) SHARING OF MATERIALS
   B) WORKING OUT RESOLUTIONS TO COMMON PROBLEMS
   C) EXCHANGE OF PERSONNEL

RESPONSE: 1) Sharing of materials: not any more so than normal
2) Working of resolution to common problems: No
3) Exchange of personnel: No

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION? IN WHAT WAY?

RESPONSE: 1) No; not sure of value

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

RESPONSE: 1) No

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP's EVALUATION UNIT?

RESPONSE: 1) Worked with Dr. Bunda in setting up:

a) Plans for processing data (SAES)
b) Helped revise items for SAES
c) Scoring of SAES
d) Plans for computerizing of PRDB

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

RESPONSE: 1) None

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

RESPONSE: 1) Yes; refer to question #7, Section III.

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MODEL TRAINING PROJECT?

RESPONSE: 1) yes; a) revised the modules on measurement
b) student handbook and adjunct professor handbook

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE MTP PROJECT?

   RESPONSE: 1) Participated in the planning grant phase
   2) Participated in a decision making mode
   3) Satisfied with openness and interactions

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

   RESPONSE: 1) Yes

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION MAKING?

   RESPONSE: 1) Generally satisfied

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

   RESPONSE: 1) Committed up to 6 interns, but only had 3 at any one time; needed to have a position in order to place interns; tried to hold a position open for this purpose.

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

   RESPONSE: 1) None

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS? (EXAMPLE: INFORMATION CONCERNING PROBLEMS YOU EXPERIENCED) IF ANSWER TO ONE WAS NO, GO TO NEXT SECTION.

   RESPONSE: 1) Major problem; not familiar enough with Ohio State University to adequately advise; both Student Handbook and Adjunct Professor Handbook was helpful; the internship coordinator, Dr. Reinhard, was also very helpful

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

   RESPONSE: 1) Yes, also, all interns were at the B.A. level

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER 30, 1972? (IF NO BUDGET WAS AVAILABLE, GO TO NEXT SECTION)

   RESPONSE: 1) $861,641.00

Section VI (Continued)

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

RESPONSE: 1) $545,000 hard money
2) $316,641 soft money

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT? (IF NO UNIT WAS ESTABLISHED GO TO NEXT SECTION)

RESPONSE: 1) Already established

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

RESPONSE: 1) None

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

RESPONSE: 1) 18 Ph.D. and 30 support personnel

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

RESPONSE: 1) None

5. WHAT SOLUTIONS WERE REACHED?

RESPONSE: 1) None

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

RESPONSE: 1) Exposure to various components of C.I.P.P.
2) CIPP, especially the interface role, helped with community with principals and teachers

Additional Comments

There should be two internships for each student. The first, lasting two or three days should be primarily for the purpose of visiting a cross-sample of the agencies. This would enable the student to structure a better program while at the university. The second internship should last approximately 6 months. If the internship is funded by the consortium, an intern would receive a variety of experiences. If the agency pays them, the intern would be assigned to a particular position.

CONSORTIUM INTERVIEW
Dr. J.C. LaManis
Council of Great City Schools

May, 1973
Interviewer: Bill Healy

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROGRAMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

   RESPONSE: 1) Assisting evaluation personnel in our cities
   2) Could be a field agent
   3) Had no in-house evaluation procedures

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

   RESPONSE: 1) See question 1 above

2. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

   RESPONSE: 1) The site visit was very valuable; it helped to have someone come in and take a look at our operation
   2) We implemented all of the suggestions that we could
   3) The report was used as a partial basis for reorganizing operating structure

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) Had some structural and operational problems
   2) The Center could provide us with additional evaluation capabilities through its interns

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

   RESPONSE: 1) None

Section II (Continued)

3. IN REVIEWING THE CRITERIA FOR SELECTION, WHICH CRITERIA WAS THE MOST DIFFICULT? WHY?

RESPONSE: 1) Allocating resources to establish an evaluation unit

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

RESPONSE:
1) Council wanted to establish professional ties with academic community and its top professionals in the field of evaluation
2) Avail ourselves of the expertise that the Center offered
3) Internship program
4) Supply of top level people
5) Current awareness of what is going on

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) Received a good evaluation of the organization

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) None

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
A) SHARING OF MATERIALS
B) WORKING OUT RESOLUTIONS TO COMMON PROBLEMS
C) EXCHANGE OF PERSONNEL

RESPONSE: 1) None

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION? IN WHAT WAY?

RESPONSE: 1) Yes, see Section I above

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

RESPONSE: 1) No

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP'S EVALUATION UNIT?

RESPONSE: 1) Worked on SAES

Section III (Continued)

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

   RESPONSE: 1) Received materials

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

   RESPONSE: 1) No

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MODEL TRAINING PROJECT?

    RESPONSE: 1) No

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE MTP PROJECT?

   RESPONSE: 1) Not applicable

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

   RESPONSE: 1) Not applicable

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION-MAKING?

   RESPONSE: 1) Not applicable

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

   RESPONSE: 1) Not applicable

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

   RESPONSE: 1) Not applicable

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS?

   RESPONSE: 1) Not applicable

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

   RESPONSE: 1) Not applicable

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER, 1972?

   RESPONSE: 1) Not applicable

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

   RESPONSE: 1) Not applicable

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT?

   RESPONSE: 1) Not applicable

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

   RESPONSE: 1) Not applicable

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

   RESPONSE: 1) Not applicable

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

   RESPONSE: 1) Not applicable

5. WHAT SOLUTIONS WERE REACHED?

   RESPONSE: 1) Not applicable

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

   RESPONSE: 1) Not applicable

CONSORTIUM INTERVIEW
Jerry Baker
Saginaw Public Schools

May 17, 1973
Interviewer: Evelyn Brzezinski

(This interview was conducted with Saginaw's Director of Testing and Evaluation rather than with Dr. Jack Taylor, Superintendent of Schools, Saginaw's official representative to the MTP consortium.)

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROGRAMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

   RESPONSE: None

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

   RESPONSE: None

3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

   RESPONSE: None

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) An opportunity to continue an association with Stufflebeam begun when Taylor was in Xenia, Ohio, (prior to his tenure at Saginaw); prior working relationship (1967-1970) between the Evaluation Center and Saginaw Public Schools after Taylor went there
   2) Continuing staff development
   3) Good PR for Saginaw to be associated with Stufflebeam and Evaluation Center

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

   RESPONSE: 1) No real troubles; only a few concerns, e.g., money and time commitments

Section II (Continued)

3. IN REVIEWING THE CRITERIA FOR SELECTION, WHICH WERE THE MOST DIFFICULT? WHY?

RESPONSE: 1) Criteria #3, #5, #7; mainly money problems

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

RESPONSE: 1) See response to Section II, item 1. above

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) Staff development (Baker benefited directly, probably 1-2 others would have had MTP continued)
2) Exchange of ideas with other consortium agencies
3) PR has benefited Saginaw is pretty well known throughout Michigan when it comes to evaluation.

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) Some problems with communications from MTP staff; for example, it was difficult to get information on the actual mechanics of setting up a course for Taylor to teach in Saginaw
2) Out-of-state tuition charged by Ohio State was a problem
3) Taylor did not always read or pass on to Baker all of the information about the MTP, so Baker was sometimes in the dark about what was happening; this problem was eventually corrected
4) They were asked by MTP staff and students to complete quite a few questionnaires

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
A) SHARING OF MATERIALS
B) WORKING OF RESOLUTION TO COMMON PROBLEMS
C) EXCHANGE OF PERSONNEL

RESPONSE: 1) There was some informal interaction with Cincinnati; Baker was a member of the site visit team which visited IED; there was some exchange (or at least requests for exchange) of materials between Saginaw and other consortium agencies

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION? IN WHAT WAY?

RESPONSE: 1) Yes, the site visit acted as a catalyst in a way; helped Baker get things done which he wanted to do; the instru-

Section III (Continued)

ment used during the site visit was good and bad; good in that it helped Baker visualize what he was building toward in an evaluation unit, and bad in that it was too long and not really too relevant to Saginaw

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

RESPONSE: 1) Baker was on a team that visited IED; he felt the experience was beneficial

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP's EVALUATION STAFF?

RESPONSE: 1) Baker has no knowledge of any involvement, except perhaps that they responded to questionnaires the unit might have sent

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

RESPONSE: 1) It was Saginaw's fault they did not use the PRDB more; Baker did not really understand its operation until he was in Columbus (but that is because he didn't read the information about the PRDB that had been sent to Saginaw); Baker was most interested in evaluation reports from other city school systems

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

RESPONSE: 1) Not to Baker's knowledge

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MTP?

RESPONSE: 1) Not unless questionnaires were sent to Saginaw from that unit

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE MTP?

RESPONSE: 1) Baker wasn't involved at all, but he feels sure that Taylor must have been involved to a considerable extent (but he dosen't know how specifically)

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

RESPONSE: 1) Baker dosen't know of Taylor's involvement in this activity.

Section IV (Continued)

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION-MAKING?

   RESPONSE: 1) Baker would assume that Taylor was very satisfied, since he was chairman of the decision-making team

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

   RESPONSE: Formally, there were none (basically because of a money problem). Taylor might have anticipated morale problems among other young employees who were working on their own time to complete their degrees or who had just received their degrees and who might have responded negatively to the sight of MTP interns receiving a salary, academic credit, etc., for working in Saginaw. Generally speaking, Baker would have liked an intern for a year, not three months

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

   RESPONSE: 1) Not applicable

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS? (EXAMPLE: INFORMATION CONCERNING PROBLEMS YOU EXPERIENCED)

   RESPONSE: 1) Not applicable

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

   RESPONSE: 1) Not applicable

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER 30, 1972?

   RESPONSE: 1) Around $200,000

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

   RESPONSE: 1) 60%

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT?

   RESPONSE: 1) Such a unit was established in fall, 1968

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

   RESPONSE: 1) None

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

   RESPONSE: 1) It has grown from one professional person (prior to fall, '68)to five professional persons (in fall, '68) to seven professional persons (in Spring, '71).

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

   RESPONSE: 1) They could not hire really experienced people because of the tentativeness of funding (much soft money)

5. WHAT SOLUTIONS WERE REACHED?

   RESPONSE: 1) None

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

   RESPONSE: 1) There is not much training of central office staff; Baker just urges people to take courses at surrounding universities; a three-day evaluation workshop was held for all 100 administrators in the district about 1½ years ago; there is almost no involvement with classroom teachers other than in the testing program

CONSORTIUM INTERVIEW
Dr. Jean Butman
Northwest Regional Lab

May 4, 1973
Interviewer: William Berutti

Section 1

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROGRAMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

RESPONSE: 1) The needs of NWRL with respect to joining the consortium was not connected to its organizational self-development; its needs were to help strengthen its internal on-going organization; one need was obtaining additional training for its own personnel and also to obtain interns from other agencies; also, saw it as a means to make contact with other agencies concerning evaluation and to see what they were doing; these contacts could also be a medium to allow NWRL to move its material out into the field; also felt consortium would be a good outside push to foster formal staff training and in-service programs; this would involve establishing courses and seminars in conjunction with Ohio State University; they were already doing this informally

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

RESPONSE: 1) Setting of courses and seminars in conjunction with Ohio State University presented a problem with respect to credit procedures and staffing and paying out-of-state tuition; obtaining interns presented a problem with respect to salary and relocation and availability

3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

RESPONSE: 1) Felt NWRL had much to say about what RDD&E was all about since NWRL already had an evaluation theory and evaluation units were already an integral part of the NWRL

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

RESPONSE: 1) Butman was not involved in the conceptualization of NWRL as a consortium agency...Ed Seger was director at the time and therefore Butman is not sure of exact reason for becoming a member; Butman saw it as partly political since NWRL already had a strong base in the northwest United States they needed 1) a medium to reach out and 2) to also see how others dealt with evaluation problems

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

RESPONSE: 1) None

3. IN REVIEWING THE CRITERIA FOR SELECTION WHICH CRITERIA WAS THE MOST DIFFICULT? WHY?

RESPONSE: 1) Institutionalizing an evaluation unit was irrelevant since there already was one; had difficulty receiving interns because of expenses (relocation and salary); also because of the availability of interns when NWRL needed them; also policy did not permit NWRL to pay tuition; NWRL had no general fund

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

RESPONSE: 1) Expected to gain in-service training and interns; introduce and possibly conceptualize the notion of a national faculty; also medium for NWRL thinking and materials to move out into the field

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) One of the advantages was increased knowledge about university education departments; NWRL placed three individuals as interns at Ohio State University who are receiving good training; two of them are returning to NWRL as full time professionals; when Butman assumed role of active director, much of the personnel lacked technical skills (e.g., coding, programming, and statistical knowledge); technical help from Ohio State University was good

Section III (Continued)

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) None, other than the political conflict which evolved between Stufflebeam and the Educational Development Department; question of whether the three MTP students could finish their degrees

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
   A) SHARING OF MATERIALS
   B) WORKING OUT RESOLUTIONS TO COMMON PROBLEMS
   C) EXCHANGE OF PERSONNEL

RESPONSE: 1) Other than consortium meetings and a few telephone conversations, very little exchange occurred.

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION? IN WHAT WAY?

RESPONSE: 1) No site visits occurred; scheduling of site visits was a problem; felt site visit wanted to introduce concept of institutionalization, but NWRL was already involved in on-going evaluation and consequently saw no mutual advantage; also attitude of site-visit was one of looking at consortium and saying this is what you are doing wrong and saying this is how you should do it rather than this is what you know now and where do we go next

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

RESPONSE: 1) No

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP's EVALUATION UNIT?

RESPONSE: 1) Assisted with work on criteria for skill objectives for students; also took considerable amount of time to respond to mailed questionnaires from Mary Anne Bunda

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

RESPONSE: 1) Used it to find telephone numbers, addresses, and in keeping track of who was who, and who was where

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

RESPONSE: 1) No

Section III (Continued)

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MODEL TRAINING PROJECT?

    RESPONSE: 1) Had discussions with Jack Sanders and Jack came to Portland to view NWRL; Butman felt materials development component was involved in development activities without much background or assistance; she also felt whole process of theory to what-is-going-on, back to theory was handicapped, but they were doing a good job anyway

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE MTP PROJECT?

   RESPONSE: 1) None

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

   RESPONSE: 1) After becoming a member, yes

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION-MAKING?

   RESPONSE: 1) Yes

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

   RESPONSE: 1) Periodically several opened up

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

   RESPONSE: 1) Conflict of academic schedules, tuition, and relocation costs

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS? (EXAMPLE, INFORMATION CONCERNING PROBLEMS YOU EXPERIENCED) IF ANSWER TO ONE WAS NO, GO TO NEXT SECTION.

   RESPONSE: 1) None

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

   RESPONSE: 1) Did not receive any

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER 30, 1972? (IF NO BUDGET WAS AVAILABLE, GO TO NEXT SECTION)

   RESPONSE: 1) Do not have separate evaluation unit budget; each unit is part of a division and is incorporated within that division's budget; probably approximately 1/3 of resources.

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

   RESPONSE: 1) All was soft money

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT? (IF NO UNIT WAS ESTABLISHED GO TO NEXT SECTION)

   RESPONSE: 1) No, already had one

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

   RESPONSE: 1) Shifted over time and not in direction recommended by MTP

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

   RESPONSE: 1) Varies, but usually 4 to 5 members

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

   RESPONSE: 1) None

5. WHAT SOLUTIONS WERE REACHED?

   RESPONSE: None

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

   RESPONSE: 1) None

Additional Comments

1) Did not like politics which evolved with project and department. Granted there are politics within a university setting, and if you are going to play politics, then you have to expect that you may get burned.

Additional Comments (continued)

2) With respect to what NWRL wanted, Butman asked this question, "Are we off base or do they not know what they are talking about?" She felt NWRL was not off base. She felt alot of what they were doing could be translated into the way things go and are, however some of it looks like someone dreamed it up from some application of a systems technology theory or from an idea of what it ought to look like with out being involved in what it does look like.

3) Butman does not feel consortium has enough base in the social sciences.

4) In the same view as 2) above, Butman feels technology (statistical analysis) was used too extensively; feels it is just one tool among many as a means to solving problems; tendency then for technology to out run thinking then it comes time to operationalize.

5) On the whole, Butman feels consortium is an excellent concept.

6) Since there is not alot of good solid training of evaluators going on around the country, Butman feels the MTP was an excellent medium for training individuals to become competent evaluators.

7) It is a must for Federal Government to supply adequate money resources.

8) The MTP was an excellent concept as a work center.

9) NWRL is fairly isolated geographically and, therefore, needs a medium to reach other areas of the country.

10) Because each agency has its own problems and contracts to meet, it is often difficult to have a fluid exchange of ideas and materials from other agencies.

11) The whole process of evaluation and consortium agencies is a process which needs time to develop properly and concurrently to provide adequate services.

CONSORTIUM INTERVIEW
Dr. Marvin Gewirtz
Institute for Educational Development

May, 1973
Interviewer: Bill Nealy

Section 1

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROGRAMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

   RESPONSE:
   1) Organizing and operating an evaluation staff in terms of evaluation theory and skills
   2) Center as a possible source of personnel as our organization expanded
   3) Valued evaluation centers expert view of our operation by site visit team
   4) Did not capitalize very much from site visits
   5) Center and our organization never really jelled; we were expecting a lot more from the Center in terms of help, training packages and seminars
   6) Became overly involved in in-house problems; therefore, resigned because of the time situation; did select another member of our staff to serve

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

   RESPONSE: 1) See response 1) above

3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

   RESPONSE: 1) Work load allows little time for a comprehensive evaluation

Section 11

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) See Section 1 above
   a) Prestige of being a member of the group
   b) The fact that we were selected
   c) We were the only agency of our type

Section II (Continued)

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

RESPONSE: 1) None, everyone was very happy

3. IN REVIEWING THE CRITERIA FOR SELECTION, WHICH CRITERIA WAS THE MOST DIFFICULT? WHY?

RESPONSE: 1) We were in a special category
2) We are not part of a larger organization, eg. a university; we are an R & D organization
3) Were able to maintain workloads
4) State of flux within the organization (change of presidents)

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

RESPONSE: 1) We would upgrade our staff
2) Get new views of evaluation

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) Communication with leaders in the field

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) Undersupply of personnel
2) Linkage through one individual was not efficient
3) Wanted more student involvement
4) Our cycle of activities did not coordinate with the university schedule, therefore, it was difficult to release people

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
A) SHARING OF MATERIALS
B) WORKING OF RESOLUTION TO COMMON PROBLEMS
C) EXCHANGE OF PERSONNEL

RESPONSE: 1) No exchange other than two staff members were in communication with Jim Jacobs of Cincinnati
2) Site visit team to Cincinnati
3) Jim Jacobs worked with Gewirtz on context evaluation system
4) Butman and IED/Center and IED/Cincinnati and IED; IED only provided the Center with materials and reports; Mitch Brickel gave several seminars

Section III (Continued)

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION? IN WHAT WAY?

   RESPONSE: 1) Yes, our people appreciated the fact that we had the site visit; they spoke openly about problems; it improved internal communications

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

   RESPONSE: 1) Yes, a rewarding experience; had an opportunity to see first hand evaluation operation other than our own

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP'S EVALUATION UNIT?

   RESPONSE: 1) Participated in site visit with evaluation unit
   2) Filled out SAES and other materials

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

   RESPONSE: 1) We contributed reports and other information

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

   RESPONSE: 1) Shared information on paraprofessionals

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MODEL TRAINING PROJECT?

   RESPONSE: 1) See question 9 above

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE MTP PROJECT?

   RESPONSE: 1) Were admitted at the Dallas meeting, but had very little involvement

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

   RESPONSE: 1) Yes, in Dallas and Shanty Creek we voted

3. WERE YOU SATISFIED WITH YOUR OPPORUUNITY TO TAKE PART IN MTP DECISION-MAKING?

   RESPONSE: 1) Yes, a democratic operation

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

   RESPONSE: 1) Never specified a number

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

   RESPONSE: 1) Were willing to get some if they were available (Problem of schedules)

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS?

   RESPONSE: 1) Not applicable

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

   RESPONSE: 1) Not applicable

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER 30, 1972?

   RESPONSE: 1) Excess of $1,000,000

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

   RESPONSE: 1) All

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT?

   RESPONSE: 1) No

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

   RESPONSE: 1) We expanded

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

   RESPONSE: 1) Not applicable

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

   RESPONSE: 1) Not applicable

Section VII (Continued)

5. WHAT SOLUTIONS WERE REACHED?

RESPONSE: 1) Not applicable

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

RESPONSE: 1) Not applicable

Additional Comments

1) I was sorry to see the Center dissolved.

CONSORTIUM INTERVIEW
Dr. Robert Hammond
Montana State Department

May 3, 1973
Interviewer: William Berutti

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROGRAMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

RESPONSE:
1) To develop an evaluation unit for obtaining information as it pertains to improving educational practices; also to develop strategies and plans which will concurrently deal with improving educational practices
2) Did develop a handbook for the state department
   a) Handbook laid out strategies for evaluation
   b) Developed filmstrips which were to be disseminated along with handbook for further clarification
   c) Purpose was to communicate what evaluation was doing
3) Conducted systematic study of how state and superintendents interacted with office of evaluation and for improving educational practices

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

RESPONSE:
1) Time for development of adequate strategies; lacking available staff with competencies to aid in the development of strategies and models; money became an issue to provide adequate resources; State Department had a tendency to view university personnel as theoreticians rather than practitioners; State Department was not readily available to aid in time or personnel

3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

RESPONSE:
1) Conducted systematic study to identify information and decision-making points

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) Prior association with Dr. Stufflebeam influenced the decision; saw it as an opportunity to get out into the educational arena as a practitioner; also, opportunity to provide information and feedback for the development of evaluation units

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

   RESPONSE: 1) No problems

3. IN REVIEWING THE CRITERIA FOR SELECTION WHICH CRITERIA WAS THE MOST DIFFICULT? WHY?

   RESPONSE: 1) The money NIE provided was tight, thereby, fostering limited resource allocations for personnel, interns, and implementation; if NIE wants to experiment, they must provide adequate funding.
   2) Implementation of procedures as described by training institution (OSU) did not meet needs of State Department; difficult getting practitioners to accept theory based approach

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) Sharing of ideas, problems, interns, implementation (very critical exchange aid in institutionalization of evaluation)

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

   RESPONSE: 1) Interaction with other consortium members, plus opportunity to provide personnel who are schooled for problems and evaluation within the state (to provide competent evaluators)

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

   RESPONSE: 1) Problems resided basically within the administration of the state; this was not major, yet could foresee it building on the horizon

Section III (Continued)

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
   A) SHARING OF MATERIALS
   B) WORKING OUT RESOLUTIONS TO COMMON PROBLEMS
   C) EXCHANGE OF PERSONNEL

   RESPONSE: 1) The extent of involvement with other agencies was very limited; Hammond was involved in the beginning development of consortium agencies; his consortium existed for only one year before he left the Montana State Department and for the most part this dissolved any interaction between Montana and other consortium agencies including Ohio State University; a lot of early development consisted of training personnel and getting strategies in motion thereby limiting interaction.

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YORR ORGANIZATION? IN WHAT WAY?

   RESPONSE: 1) There were none

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

   RESPONSE: 1) No

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP'S EVALUATION UNIT?

   RESPONSE: 1) None

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

   RESPONSE: 1) None

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

   RESPONSE: 1) No

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MODEL TRAINING PROJECT?

    RESPONSE: 1) No

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE MTP PROJECT? (see next page)

Section IV (Continued)

RESPONSE: 1) Only Hammond was involved, through telephone conversations and group meetings at Ohio State University

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

RESPONSE: 1) Yes

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION-MAKING?

RESPONSE: 1) Yes

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

RESPONSE: 1) No response; did not reach stage of exchanging or receiving interns

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

RESPONSE: 1) Not applicable

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS?

RESPONSE: 1) Not applicable

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

RESPONSE: 1) Not applicable

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER 30, 1972?

RESPONSE: 1) $120,000 - $150,000

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

RESPONSE: 1) All; could not get money from State, very limited local support, and 30% cutback as a result of new federal government cutbacks

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT? (IF NO UNIT WAS INVOLVED, GO TO NEXT SECTION)

   RESPONSE: 1) Yes, Title IV, 402 being Assistant Superintendent in charge of evaluation

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

   RESPONSE: 1) Plan became operative and proceeded to being field tested within the State Department and within school districts; this included gathering data, storage and retrieval of data, and computerization of data

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

   RESPONSE: 1) Six

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

   RESPONSE: 1) Getting additional funds to carry out activities
   2) Lack of understanding on part of State Department personnel for the need of evaluation unit to create and shape a plan to be implemented in the State
   3) Any theoretical plan takes months maybe years to mold, shape, and functionalize
   4) State Department did not like the way evaluation unit probed for information for development and decision-making; tendency to have "gut level" decision-making
   5) State Department tended to respond negatively to the theoretical bases; did not realize the process involved to finalize models; plus the State Department was caught up in their own problems, thereby, providing little participation with evaluation unit.

5. WHAT SOLUTIONS WERE REACHED?

   RESPONSE: 1) Plan was put into action and provided information essential to decision-making; however, often the information was overlooked or was of controversial nature and was buried due to political entanglements
   2) System study identified information points and decision-making as they pertain to use and efficiency of Title I and III; the process followed monies as it was disseminated from Superintendent down to the classroom; entered the classroom and worked with the teacher to study affect on the child; after studying the child and gathering information, then followed process back to Superintendents through the evaluation unit

Section VII (Continued)

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

RESPONSE: 1) First six months devoted to training plus much learning as plan was generated

Additional Comments

1. Consortium is an excellent concept and would like to see it expanded.

2. If a consortium is to develop sufficiently it must receive adequate support from the Federal Government.

3. Consortium gives feedback to see what is needed in a university training setting.

4. Since we do not have sufficient information on problems within school districts, the consortium can provide the linkage to the university to deal with such problems.

5. Within the Montana State Department there was a lack of communication concerning intents, purposes, and understanding.

6. Hammond's decision to leave concerned the State Department wanting him to sssume other administrative duties which did not pertain to his original responsibilities nor to evaluation.

CONSORTIUM INTERVIEW

Dr. Philip Kearney
Michigan Department of Education

May 16, 1973
Interviewer: Evelyn Brzezinski

This agency joined the MTP Consortium in late summer, 1972, and so was not actively involved in the Consortium for very long before the MTP's demise.

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROGRAMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

   RESPONSE: 1) None

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

   RESPONSE: 1) None

3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

   RESPONSE: 1) None

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) It was viewed as an opportunity to identify and recruit potential Department employees through the mechanism of the internship; it was also viewed as an opportunity for present Department employees to pursue graduate training in evaluation; Department personnel felt they could contribute to the MTP a "real-world" experiential base from the point of view of a state agency

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

   RESPONSE: 1) There were no real problems, but it was a somewhat ticklish operation for a Michigan state agency to join an Ohio-based consortium; since the Department personnel are quite non-parochial, and because of Stufflebeam's recognized expertise, however, there was not much of a problem

Section II (Continued)

3. IN REVIEWING THE CRITERIA FOR SELECTION, WHICH CRITERIA WERE THE MOST DIFFICULT? WHY?

RESPONSE: 1) Criteria #4 might have been a problem. . .Kearney was unsure as to whether he could commit as much time to the MTP as might be required; Criteria #7 likewise might have been a problem. . .it is unlikely that the Department could have paid direct tuition costs. . .it probably would have been covered by the salary paid to trainees

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

RESPONSE: 1) Those opportunities listed in Section II, question 1 above were two advantages; also, the consortium was viewed as a good sounding board for ideas from Department personnel; finally, it was viewed as an advantage from a public relations point of view to have other Michigan districts see the Department and Saginaw working together in an evaluation effort

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) Were not really a consortium member long enough to realize many advantages; some of the PR value mentioned above was attained, however

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) Not a member long enough to experience problems

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
A) SHARING OF MATERIALS
B) WORKING OF RESOLUTION TO COMMON PROBLEMS
C) EXCHANGE OF PERSONNEL

RESPONSE: 1) There was quite a bit of involvement with Saginaw; Jerry Baker, from Saginaw, had a short-term internship at the Department; with other consortium agencies, however, there was no direct involvement

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION?

RESPONSE: 1) Were not visited

Section III (Continued)

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

   RESPONSE: 1) No

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP'S EVALUATION UNIT?

   RESPONSE: 1) Nothing more than a few conversations with the people in that unit; involved to a minimal degree in the SAES Project (as a member of the Commission for the Study of the Evaluation Profession)

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

   RESPONSE: 1) Not at all, but use undoubtedly would have been made of the PRDB had the project continued

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

   RESPONSE: 1) No

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MTP?

    RESPONSE: 1) No

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE MTP PROJECT?

   RESPONSE: 1) Not applicable due to late entrance into MTP and short duration of agency's involvement in consortium

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

   RESPONSE: 1) Not applicable due to late entrance into MTP and short duration of agency's involvement in consortium

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION-MAKING?

   RESPONSE: 1) Not applicable due to late entrance into MTP and short duration of agency's involvement in consortium

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

   RESPONSE: 1) One-three (or maybe more) would probably have been available had MTP continued

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

   RESPONSE: 1) Not applicable

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS?

   RESPONSE: 1) Not applicable

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

   RESPONSE: 1) Not applicable

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER 30, 1972?

   RESPONSE: 1) For the Research, Evaluation & Assessment service area, the budget was $1, 024,000

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

   RESPONSE: 1) Of $1,024,000, about $600,000 was from state appropriations; does not include Title I and Title III money in the "soft money" category

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT?

   RESPONSE: 1) There has been one since July, 1968; it has grown from a one-man operation to a thirty plus employee unit

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

   RESPONSE: 1) Not applicable

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

   RESPONSE: 1) Not applicable

Section VII (Continued)

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

RESPONSE: 1) Not applicable

5. WHAT SOLUTIONS WERE REACHED?

RESPONSE: 1) Not applicable

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

RESPONSE: 1) Not applicable

CONSORTIUM INTERVIEW
Dr. William J. Gephart
Phi Delta Kappa

April 11, 1973
Interviewer: Evelyn Brzezinski

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROGRAMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

   RESPONSE: 1) There were no real needs, but involvement in the consortium was viewed as one way to increase the level of importance attributed to research and systematic on-going evaluation throughout PDK

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

   RESPONSE: 1) None

3. HOW DID EVALUATION AFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

   RESPONSE: 1) Not applicable

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) Of major importance was Gephart's previous working relationship with Stufflebeam on the PDK Study Committee on Evaluation; the PDK involvement was, initially, Gephart's involvement; but PDK as an agency was to become much more involved once the MTP had products available for dissemination; PDK's already existing dissemination network was to be put to use for MTP-related products and processes

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

   RESPONSE: 1) No problem

Section II (Continued)

3. IN REVIEWING THE CRITERIA FOR SELECTION, WHICH CRITERIA WERE THE MOST DIFFICULT? WHY?

   RESPONSE: 1) PDK was not considered a field-based training agency and so criteria were not applied

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) See response to Section I, question 1, above

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

   RESPONSE: 1) It gave Gephart the opportunity to continue to push for on-going evaluation services for PDK at the headquarters level; it also gave him insight into practical evaluation problems so he could better focus and structure PDK activities

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

   RESPONSE: 1) No real problem, but some frustrations:

   a) Decision-making team meetings were not long enough to get ideas talked through
   b) Gephart did not have enough time to interact and be involved as much as he would have liked with MTP staff and students
   c) Even with the increased emphasis from USOE/NIE on transportability, it became increasingly clear that the MTP was more than anything else a process and thus transportability was not going to be easy to achieve
   d) USOE/NIE seemed unwilling to accept sidetracks in the development schedule; for example, PRDB was to be reorganized to fit SAES; PRDB went as far as it could, but then had to stop and wait for SAES results; Federal officials wanted everything to be continually on the move and progressing, and that just was not always possible

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
   A) SHARING OF MATERIALS
   B) WORKING OF RESOLUTION TO COMMON PROBLEMS
   C) EXCHANGE OF PERSONNEL

Section III (Continued)

RESPONSE: 1) Not much involvement with other consortium agencies

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION? IN WHAT WAY?

RESPONSE: 1) PDK was not visited

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

RESPONSE: 1) No

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP'S EVALUATION UNIT?

RESPONSE: 1) Just as it related to decision-making team meetings

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

RESPONSE: 1) See 9 below

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

RESPONSE: 1) Gephart worked quite closely with the PRDB and provided help on its structure; he was able to draw upon his knowledge of PDK's existing information storage and retrieval system/service

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MODEL TRAINING PROJECT?

RESPONSE: 1) Just in decision-making team meetings

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE PROJECT?

RESPONSE: 1) To a considerable extent; many of the ideas for the MTP were discussed among the PDK Study Committee on Evaluation of which Stufflebeam and Gephart were two members

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

RESPONSE: 1) Gephart was in conversations about membership selection, but he is not sure that is the same thing as actual participation in selection

Section IV (Continued)

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION-MAKING?

RESPONSE: 1) Yes, but the decision-making team members were not really independent agents; all decisions were viewed as tentative, until follow-up with cooperating agencies was accomplished; because of the grant mechanism, actual decisions were viewed as Stufflebeam's responsibility and consortium members saw themselves in an advisory role; the decision-making team meetings were not viewed as a mere academic exercise, however

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

RESPONSE: 1) None

2. WHAT PROBLEMS FROM YOUR AGENCY DID YOU FACE IN ACQUIRING INTERNSHIPS?

RESPONSE: 1) Not applicable

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATION TO THE ADVISEMENT OF INTERNS?

RESPONSE: 1) Not applicable

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

RESPONSE: 1) Not applicable

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER, 1972?

RESPONSE: 1) There is no evaluation unit per se, but $50,000 was allocated for the first time this year to use for institutional research and evaluation

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

RESPONSE: 1) None

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT?

   RESPONSE: 1) No

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

   RESPONSE: 1) Not applicable

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

   RESPONSE: 1) Not applicable

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

   RESPONSE: 1) Not applicable

5. WHAT SOLUTIONS WERE REACHED?

   RESPONSE: 1) Not applicable

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

   RESPONSE: 1) Not applicable

CONSORTIUM INTERVIEW
Dr. James Jacobs
Cincinnati

April 2, 1973
Interviewers: William Berutti
John Hilderbrand
Bill Nealy

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROGRAMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

   RESPONSE: 1) Relationship with the consortium was based on friendship, prestige, and status; the organization did not have any specific needs; Cincinnati was concerned with what they would gain versus what received

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

   RESPONSE: 1) Not applicable

3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

   RESPONSE: 1) Not applicable

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) No problems; relationship based on trust between Adjunct Professor and Supervisor of project

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

   RESPONSE: 1) None

3. IN REVIEWING THE CRITERIA FOR SELECTION WHICH CRITERIA WAS THE MOST DIFFICULT? WHY?

Section II (Continued)

RESPONSE: 1) Biggest problem was internship

a) Had to modify contract. . .strike out the work training insert service
b) First year consortium paid tuition the second year that was changed to a negotiation with each agency

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

RESPONSE: 1) See sections I and II above

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) See sections I and II above

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) See section I and II above

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
   A) SHARING OF MATERIALS
   B) WORKING OF RESOLUTIONS TO COMMON PROBLEMS
   C) EXCHANGE OF PERSONNEL

RESPONSE: 1) Before funding January to September, 1971 attended two planning meetings
2) Large involvement in selection of other consortium members
3) Little involvement in budget matter; would like to have had more involvement
4) A conflict in conceptualization of training sites and training at the university

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION? IN WHAT WAY?

RESPONSE: 1) The site visits were valuable because of interaction with members of the MTP staff, and the visists became a catalyst to move to solutions on problems

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

RESPONSE: 1) Cincinnati had one visit

Section III (Continued)

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP'S EVALUATION UNIT?

   RESPONSE: 1) Very little

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

   RESPONSE: 1) Very little

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

   RESPONSE: 1) See question 7 and 8 above

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MODEL TRAINING PROJECT?

    RESPONSE: 1) Materials shared at quarterly meetings

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE MTP PROJECT?

   RESPONSE: 1) Cincinnati was involved and contributed in the initial planning phase of the MTP

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

   RESPONSE: 1) Cincinnati acted as others did in an advisory capacity; the actual selections were left up to the project director and project supervisor

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION-MAKING?

   RESPONSE: 1) Except for budgetary decisions, was satisfied with their role in the planning phase of the MTP

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

   RESPONSE: 1) Two

Section V (Continued)

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

RESPONSE: 1) In order to have interns, first must have an opening; second, wording had to be changed from "training" to "service"

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS?

RESPONSE: 1) Advisement of interns:

a) Handbook (student and adjunct) helpful
b) The internship coordinator was of great help

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

RESPONSE: 1) Yes, Cincinnati was satisfied with interns

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER, 1972?

RESPONSE: 1) Unable to specify adequately

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

RESPONSE: 1) 95% soft money (estimate)

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT?

RESPONSE: 1) The Evaluation Unit was established prior to the MTP

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

RESPONSE: 1) Not applicable

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

RESPONSE: 1) Not applicable

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

RESPONSE: 1) Not applicable

Section VII (Continued)

5. WHAT SOLUTIONS WERE REACHED?

   RESPONSE: 1) Not applicable

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

   RESPONSE: 1) Not applicable

Additional Comments

1) Cincinnati's role in conceptualization of the MTP, and being an active participant in the operational phases, was invaluable in the development of a viable program to train evaluators for the field. Cincinnati identified many problems as well as good points which surround a project such as the MTP.

CONSORTIUM INTERVIEW
Dr. Jerry Walker
Center for Vocational & Technical Education

April 20, 1973
Interviewer: Evelyn Brzezinski

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROGRAMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

   RESPONSE: 1) None

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

   RESPONSE: 1) None

3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

   RESPONSE: 1) None

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) There were no real problems or needs; prior association with Stufflebeam was the key factor; becoming a consortium member was viewed as a good opportunity to learn and to get linkages to other agencies

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

   RESPONSE: 1) The amount of money involved was certainly no financial enticement; had to decide if the laborious details of belonging (e.g., added paperwork) were worth still-to-be determined gains

3. IN REVIEWING THE CRITERIA FOR SELECTION, WHICH CRITERIA WERE THE MOST DIFFICULT? WHY?

Section II (Continued)

RESPONSE:
1) Commitment to provide internship opportunities (this was always rather ill-defined); the Voc-Tech Center was not sure of their legal and practical ability to provide internships, e.g., regarding legality, the Voc-Tech Center was not funded as a training agency; regarding practicality, other RA's at the Center did not receive academic credit whereas MTP interns were to receive credit. . . this could have caused problems
2) Possible problem with the expectation that the evaluation capability of the Center would meet a threshold level as a result of MTP involvement--MTP was coincidental to growth, not consequential to it
3) How to use the money received from the MTP was never adequately explained

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

RESPONSE:
1) Learn more about how to do evaluation in an R&D setting
2) Make contacts and meet liaison persons
3) Extend association with Stufflebeam and other consortium members

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

RESPONSE:
1) Same as 1 above

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

RESPONSE:
1) How to use the money provided by the MTP
2) Dates for decision-making team meetings were not cleared in advance with adjunct professors (or at least not with Walker), and four or five times those meetings were held at inconvenient times
3) Incessant questioning for information by different MTP staff and students (mainly in the form of questionnaires, many of which were very time consuming). . .it seemed that a great deal of the information requests were redundant, as if one person in Oxley didn't know what another one in the same building was doing
4) Authority of the decision-making team was never really understood. . .there was never a really adequate policy structure

Section III (Continued)

5) Consortium members always looked like 10-12 independent agencies; they never seemed to really click as a unit, in Walker's opinion

6) There did not seem to be much of a sense of purpose or direction from the MTP staff; it was frustrating to spend the required amount of time on the project (e.g., filling out questionnaires), without knowing why

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
   A) SHARING OF MATERIALS
   B) WORKING OF RESOLUTION TO COMMON PROBLEMS
   C) EXCHANGE OF PERSONNEL

   RESPONSE: 1) Outside decision-making meetings, Walker received four-six contacts from other consortium members and initiated two-three more; contacts were mainly for 4.B above, but some 4.A.; the only 4.C. was that one of the Center's MTP interns was from NWRL

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION?

   RESPONSE: 1) They were not visited

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

   RESPONSE: 1) No

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH MTP'S EVALUATION UNIT?

   RESPONSE: 1) Walker did not really identify evaluation as a distinguishable unit. He talked with Mary Anne Bunda about some problems on two or three occasions; this informal consulting amounted to about eight hours

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

   RESPONSE: 1) Not at all; once or twice Walker requested information on how to use the PRDB, but instructions were never given adequately

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

   RESPONSE: 1) No

Section III (Continued)

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MTP?

RESPONSE: 1) Walker met with Jack Sanders on several occasions; he viewed and critiqued two media-assisted presentations prepared by the materials development unit

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE PROJECT?

RESPONSE: 1) Walker was quite heavily involved through informal discussion of ideas, plans, etc., with Stufflebeam; the agency was not involved

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

RESPONSE: 1) No

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION-MAKING?

RESPONSE: 1) Not really; there were three main problems:

a) Walker was not the official representative for about the first year of the MTP. . . there were two others before Walker. . . the transition from one person to another caused some problems
b) The absence of adequate procedures and policy guiding the decision-making team meetings (see Section III, question 3 above)
c) Walker had the feeling that most project decisions were made outside the decision-making team meetings; the team meetings were good for other reasons, but not for actually making decisions to guide the MTP

Section V

1. HOW MAY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

RESPONSE: 1) Of 60-70 RAs in the Vocational Tech. Center, probably 10 of the positions could conceivably be filled by MTP interns. They had only two interns however

Section V (Continued)

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

RESPONSE: 1) No problems

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS?

RESPONSE: 1) No problems, he didn't actually advise either of them

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

RESPONSE: 1) Very much so

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER, 1972?

RESPONSE: 1) $200,000

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

RESPONSE: 1) All

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT?

RESPONSE: 1) There was an evaluation unit before the MTP existed, but it has grown to divisional status since the project began

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

RESPONSE: 1) It has grown from two persons four years ago to twelve persons today

3. HOW MANY PEOPLE WERE INVOLVED IN THE EVALUATION COMPONENT?

RESPONSE: 1) Twelve, including professional staff, research associates/interns, secretaries, and technical assistants

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

RESPONSE: 1) There were not enough resources (personnel or monetary) allocated for about the first three years the evaluation unit was in existence

Section VII (Continued)

5. WHAT SOLUTIONS WERE REACHED?

RESPONSE: 1) About a year ago, when the Center was reorganized, the evaluation unit was made into a division and Walker was offered the position of division head. Before accepting that position, he ascertained that adequate resources for the division would be available.

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT THE AGENCY'S EVALUATION PLAN?

RESPONSE: 1) It has been very much a staff development program. They have gone from no evaluation unit at all to a position of a pretty good understanding of what evaluation is on the part of around 150 persons

Additional Comments

1. The MTP staff seemed like firefighters at times. There were elaborate organizational charts, but no apparent purpose behind them, no philosophical base. It seemed that people failed to follow the axiom: "form follows function." There was lots of "form", but little definition of "function."
2. To say simply that there was a communication problem is like saying that an airplane crash occurred because of a gravity problem, but that definitely was a problem with the MTP based at Oxley and the consortium members.
3. There seemed to be an overextension of intents in the whole Evaluation Center, not just in the MTP. This compounded the problem of a lack of purpose noted in #1 above.

CONSORTIUM INTERVIEW
Dr. William Wayson
Faculty of Educational Development

June 8, 1973
Interviewer: John A. Hilderbrand

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
   A) PROBLEMS
   B) PROJECTS
   C) ORGANIZATIONAL (PLANS)

   RESPONSE: 1) A major problem was finding a way to pull the total Educational Development Faculty together
   2) A major project was the Evaluation of the Faculty Program; also the project was housed at The Ohio State University

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

   RESPONSE: 1) Lack of common program for the Faculty to congregate around; the MTP was at first seen to be this common rallying point; within the Faculty there was a problem of not enough coesion

3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

   RESPONSE: 1) Faculty members helped develop the MTP proposal; the Faculty of Educational Development voted to accept the project; the selection of personnel holding rank in the College of Education was voted on by Faculty and students

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) Same as Section I, question I

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

   RESPONSE: 1) None

Section II (Continued)

3. IN REVIEWING THE CRITERIA FOR SELECTION WHICH CRITERIA WAS THE MOST DIFFICULT? WHY?

RESPONSE: 1) The perception held by the Faculty and the Evaluation Center as to the role of the Center was different

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

RESPONSE: 1) Gains: evaluation services, program improvement, and a focal point for the Faculty

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) Advantages: contact with other consortium agencies, especially with Adjunct Professors considered a part of Education Development Faculty; support for students

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

RESPONSE: 1) Problems: never really considered a member (in name only); did not receive national recognition, Ohio State University and the Evaluation Center did, but not Educational Development
2) Internal strife between project and Faculty
3) Stated goals of the project were not the same as the written goals

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
A) SHARING OF MATERIALS
B) WORKING OF RESOLUTION TO COMMON PROBLEMS
C) EXCHANGE OF PERSONNEL

RESPONSE: 1) Adjunct Professors were sent all Faculty mailings; very little communication between Educational Development and consortium

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION? IN WHAT WAY?

RESPONSE: 1) No site visit

Section III (Continued)

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

   RESPONSE: 1) Nominal participation

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP'S EVALUATION UNIT?

   RESPONSE: 1) Nominal participation with SAES

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

   RESPONSE: 1) Copies of materials from PRDB were sent on request; the PRDB never reached its full potential

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

   RESPONSE: 1) No

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MODEL TRAINING PROJECT?

    RESPONSE: 1) Some participation with ERIC and RUPS

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE MTP PROJECT?

   RESPONSE: 1) Faculty and students participated in developing alternative strategies for the project (Advocate Teams)

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

   RESPONSE: 1) No

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION-MAKING?

   RESPONSE: 1) No; this was partly based on a misconception of the goals of the project and the role the Faculty was to play

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

Section V (Continued)

RESPONSE: 1) Not applicable because most students received their course work at Ohio State University in the Educational Development Faculty

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

RESPONSE: 1) Same as question 1 above

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS?

RESPONSE: 1) Same as question 1 above

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

RESPONSE: 1) Same as question 1 above

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER, 1972?

RESPONSE: 1) Not applicable

2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

RESPONSE: 1) Not applicable

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT?

RESPONSE: 1) Not applicable

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

RESPONSE: 1) Not applicable

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

RESPONSE: 1) Not applicable

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

RESPONSE: 1) Not applicable

Section VII (Continued)

5. WHAT SOLUTIONS WERE REACHED?

   RESPONSE: 1) Not applicable

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

   RESPONSE: 1) Not applicable

CONSORTIUM INTERVIEW
Dr. Marvin Dawson
Council of Great City Schools

May, 1973
Interviewer: Bill Nealy

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
    A) PROGRAMS
    B) PROJECTS
    C) ORGANIZATIONAL (PLANS)

RESPONSE: 1) Opportunity to get personnel from credible organization in evaluation
2) Help to upgrade city schools evaluation personnel by using interns in the field
3) Could provide a field training base

2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?

RESPONSE: 1) Many of the schools evaluation personnel were make-shift

3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

RESPONSE: 1) Did not get plans implemented
2) Coursework to upgrade staffs in the field

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?

RESPONSE: 1) The Council sees itself as a catalysis between the Center and the field training base

2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?

RESPONSE: 1) None

3. IN REVIEWING THE CRITERIA FOR SELECTION, WHICH CRITERIA WAS THE MOST DIFFICULT? WHY?

RESPONSE: 1) We were a unique organization

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

   RESPONSE: 1) See Section 1 above

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

   RESPONSE: 1) An opportunity to resolve problems

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

   RESPONSE: 1) How money would be used

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
   A) SHARING OF MATERIALS
   B) WORKING OUT RESOLUTIONS TO COMMON PROBLEMS
   C) EXCHANGE OF PERSONNEL

   RESPONSE: 1) Site Visit
   2) When we had joint meetings

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION? IN WHAT WAY?

   RESPONSE: 1) Yes, the evaluation site team did a great job of spotting weaknesses and problems; it stimulated some action

6. DID YOU PARTICIPATE IN ANY SITE VISIT?

   RESPONSE: 1) Yes, Saginaw Michigan Site Team

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP's EVALUATION UNIT?

   RESPONSE: 1) SAES and site visits

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

   RESPONSE: 1) Provided information

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

   RESPONSE: 1) No

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MODEL TRAINING PROJECT?

    RESPONSE: 1) No

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE PROJECT?

   RESPONSE: 1) None

2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?

   RESPONSE: 1) Yes

3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION-MAKING?

   RESPONSE: 1) None

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?

   RESPONSE: Not Applicable

2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?

   RESPONSE: Not applicable

3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS? (EXAMPLE: INFORMATION CONCERNING PROBLEMS YOU EXPERIENCED) IF ANSWER TO ONE WAS NO, GO TO NEXT SECTION.

   RESPONSE: Not applicable

4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

   RESPONSE: Not Applicable

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER, 30, 1972? (IF NO BUDGET WAS AVAILABLE, GO TO NEXT SECTION)

   RESPONSE: 1) We did not have an evaluation unit; we assisted schools in improving their evaluation capabilities

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT? (IF NO UNIT WAS ESTABLISHED GO TO NEXT SECTION)

   RESPONSE: Not Applicable

Section VII (Continued)

2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?

   RESPONSE: Not Applicable

3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?

   RESPONSE: Not Applicable

4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?

   RESPONSE: Not Applicable

5. WHAT SOLUTIONS WERE REACHED?

   RESPONSE: Not Applicable

6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

   RESPONSE: Not Applicable

Additional Comments

Ideas of a consortium supported training program is a very good one. The U.S. Office of Education did not allow enough time to let the organization solidify.

SUMMARY AND CONCLUSIONS

This section of the report provides the summary and conclusion of the responses to the questionnaire by section. This is based on both the responses to the interview questionnaire and the authors perception of the MTP's situation. The preparation for this section required not only extensive reading of all or most of the MTP documents, but a great deal of travel and time on part of present staff.

Section I

1. WHAT WERE THE NEEDS OF YOUR ORGANIZATION (RELATE TO):
    (A) PROGRAMS
    (B) PROJECTS
    (C) ORGANIZATIONAL (PLANS)
2. WHAT PROBLEMS WERE ASSOCIATED WITH THE NEEDS CITED ABOVE?
3. HOW DID EVALUATION EFFECT DECISIONS WHICH RELATED TO THE RESOLUTION OF NEEDS AND PROBLEMS?

The first section of the interview questionnaire was designed to be a general overall picture of each consortium member prior to membership in the MTP. Section I is subdivided in three major areas: needs, problems, and effect.

Most agencies expressed their needs in terms of 1) recruiting, 2) training, and 3) upgrading personnel from both within the organization and outside. There was a problem of recruiting qualified people to fill vacancies. The agencies viewed the MTP as a bank for trained personnel either through hiring one of its graduates or through the internship concept. The agencies expressed an interest in upgrading evaluation within their own agency and also nationally, and through this upgrading process, materials, ideas, and people could be exchanged through the consortium network.

There were problems associated with the consortium involvement from the outset of the project. Most agencies agree that money, obtaining interns, released time for agency staff, providing credit for field based training, and tuition were cited as some of the primary problems.

Section II

1. WHAT NEEDS, PROBLEMS, AND OPPORTUNITIES INFLUENCED YOUR DECISION TO BECOME A MEMBER OF THE CONSORTIUM?
2. WHAT PROBLEMS DID YOU EXPERIENCE IN GETTING A LETTER OF COMMITMENT FROM YOUR AGENCY?
3. IN REVIEWING THE CRITERIA FOR SELECTION, WHICH CRITERIA WAS THE MOST DIFFICULT? WHY?

Section II attempts to document why agencies became members of the MTP. What were the influencing factors?; what problems were associated with committing agency resources?; and what criteria was the most difficult to comply with?

Probably the reason most agencies consented to become members in the MTP is because of prior association with Dr. Stufflebeam. Because of his visibility and his recognition in the field of evaluation, it was thought beneficial to have the agency associated with the project.

Also the agencies had the opportunity to exchange ideas across other agencies while receiving either expertise or interns.

Most agencies reported there was no problem associated with getting a letter of commitment. There were some minor concerns with this, such as, putting resources in an out-of-state based project, or the wording of the contract. These concerns were experienced but were ironed out quickly.

The criteria for selection most difficult to comply to as cited by the agencies were as follows:

1. The agency shall commit resources to implement the institutionalization plan. Support by the agency for staffing, for installation of the evaluation unit, and for operation of the evaluation unit is estimated at $200,000 per year or some reasonable amount of the operating budget.

4. The agency shall commit an on-staff person (Ph.D. level) as an adjunct professor of the Academic Faculty of the Educational Development Department at The Ohio State University to direct the on-site training in evaluation for trainees. This person shall commit himself to:
   a) conduct regularly scheduled seminars for trainees within the developed guidelines of the project.
   b) attend all meetings and workshops scheduled for agency representatives

5. The agency shall serve as a recruitment and placement agency for trainees of the program.

7. The agency shall commit itself to pay support and to pay tuition costs for all trainees receiving Ohio State university credit in the time they are based as an intern in that agency.

And 5 and 7 were by far the most difficult.

Section III

1. WHAT ADVANTAGES DID YOU EXPECT TO GAIN AS A MEMBER OF THE CONSORTIUM?

2. WHAT WERE THE ADVANTAGES OF BELONGING TO THE CONSORTIUM?

3. WHAT PROBLEMS DID YOU EXPERIENCE AS A RESULT OF BELONGING TO THE CONSORTIUM?

4. TO WHAT EXTENT WAS YOUR AGENCY INVOLVED WITH OTHER MEMBERS OF THE CONSORTIUM?
   (A) SHARING OF MATERIALS
   (B) WORKING OUT RESOLUTIONS TO COMMON PROBLEMS
   (C) EXCHANGE OF PERSONNEL

5. WERE THE SITE VISITS BY THE MTP STAFF OF VALUE TO YOUR ORGANIZATION? IN WHAT WAY?

6. DID YOU PARTICIPATE IN ANY SITE VISITS?

7. TO WHAT EXTENT WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED WITH THE MTP'S EVALUATION UNIT?

8. IN WHAT WAYS DID THE PRDB SERVE YOUR AGENCY?

9. DID YOU OR MEMBERS OF YOUR ORGANIZATION WORK WITH THE PRDB STAFF?

10. WERE YOU OR MEMBERS OF YOUR STAFF INVOLVED IN SHARED ACTIVITIES WITH THE MATERIALS DEVELOPMENT COMPONENT OF THE MODEL TRAINING PROJECT?

Section III deals with many issues involved in the participation of the consortium in the MTP. The following outlines the expected gains, actual advantages, and the problems associated with membership in the MTP:

1. Expected gains
    a) receiving personnel from a credible organization
    b) contact with other agencies
    c) association with Dr. Stufflebeam
    d) staff development
    e) visibility
    f) exchange of materials, reports, etc.

2. Actual advantages
    a) provided the opportunity to push for on-going evaluation
    b) all the expected gains listed in column 1; the degree of satisfaction varies with each expected gain

3. Problems
    a) cycle of activities for placing intern sometimes out-of-phase with agencies
    b) need more than one contact person
    c) changing of out-of-state tuition
    d) no release time for agency staff
    e) need more student involvement
    f) incessant questionnaires by both staff and students
    g) authority of decision making team never really understood
    h) very little exchange of personnel

The problems listed above reflect the degree of satisfaction of the actual benefits in belonging to the MTP.

The third year would have concluded many of the project activities. For example, the PRDB would have been computerized, SAES would have been field tested and in operation, and materials development would have finished and field tested some of their materials. Many individuals would have graduated during the third year and follow-up could have been started in order to document their impact.

Most of the agencies agreed that the components of the MTP had not matured prior to the ending of the project. Some of the adjunct professors did participate in site visits, and some, but not all agencies were visited. Some of the adjunct professors did participate, both with SAES and the PRDB, but not to a great extent. The exchange of materials between agencies happened, but not at a rate much greater than would have happened normally. Those who did participate in MTP activities for the most part felt positive about the effort. All agencies did receive some material from the MTP. These materials were: Student Handbook, Adjunct Professor Handbook, and the MTP brochure. This was in addition to materials handed out at the quarterly consortium meetings. All agencies were visited by Diane Reinhard, Consortium Liaison Director. Her involvement in the capacity was seen as a definite plus by all agencies.

Section IV

1. TO WHAT EXTENT WERE YOU AND YOUR AGENCY INVOLVED IN THE PLANNING PHASES OF THE MTP PROJECT?
2. DID YOU PARTICIPATE IN THE SELECTION OF MEMBERS OF THE CONSORTIUM?
3. WERE YOU SATISFIED WITH YOUR OPPORTUNITY TO TAKE PART IN MTP DECISION MAKING?

Section IV attempts to document the consortium participation in the planning phase of the project, selection of members, and MTP decision making.

The consortium membership changed during the life of the project. When the project was originally started, only a few participated in the planning phase. However, all consortium members were involved in the addition or deletion of member agencies. Some of the agencies felt their participation in the decision making was in an advisory capacity only. Some agencies felt that budgetary decisions, expecially those decisions relating to interns and the consortium should be made by the consortium at quarterly decision making meetings.

Section V

1. HOW MANY INTERNSHIPS WERE AVAILABLE IN YOUR ORGANIZATION FOR MTP STUDENTS?
2. WHAT PROBLEMS DID YOU FACE IN ACQUIRING INTERNSHIPS?
3. WHAT PROBLEMS DID YOU EXPERIENCE IN RELATIONSHIP TO THE ADVISEMENT OF INTERNS? (EXAMPLE: INFORMATION CONCERNING PROBLEMS YOU EXPERIENCED) IF ANSWER TO ONE WAS NO, GO TO NEXT SECTION.
4. WERE YOU SATISFIED WITH THE INTERNS YOU RECEIVED FROM THE MTP?

Section V deals specifically with the interns. It looks at the problems of acquiring interns, advisement of interns, and whether the agency was satisfied with the interns.

This document deals only with interns in one or more consortium agencies. There were other internship positions such as working directly with a professor on a research related experience, or working within the Evaluation Center operating a separate project, and a third possibility was working in a nonconsortium agency. Most of the internships were done in an agency that was a member of the consortium. Based on the interviews, the most internship positions available in an agency was six. The most positions ever filled by interns was three and least positions for internships was none. In most cases the position earmarked for interns were cyclic in nature, fluctuating from none to two or three. Those agencies that received interns stated they were satisfied with the quality of the work performed by the student.

Most adjunct professors were not familiar enough with The Ohio State University, especially specific courses and professors, to adequately advise. The MTP Student Handbook and the MTP Adjunct Professor Handbook were very useful. Most adjunct professors stated the Consortium Liaison Coordinator was very helpful in providing aid for advisement.

Section VI

1. WHAT WAS THE TOTAL OPERATING BUDGET OF THE EVALUATION UNIT AS OF DECEMBER 30, 1972? (IF NO BUDGET WAS AVAILABLE, GO TO NEXT SECTION)
2. HOW MUCH OF THE MONEY WAS SOFT MONEY?

Section VI attempts to ascertain the amounts of money available for evaluation. Since evaluation cuts across many areas within any agency, the budgetary considerations also cut across many areas. Therefore, it was very difficult to obtain figures that would accurately describe the total picture. The highest amount allocated to evaluation according to the adjunct professors was $1,024,000. The smallest amount was $50,000. The percentage of soft money ranged from 100% to 35%.

Section VII

1. DID YOUR ORGANIZATION INSTALL AN EVALUATION COMPONENT? (IF NO UNIT WAS ESTABLISHED GO TO NEXT SECTION)
2. TO WHAT EXTENT WAS THE EVALUATION COMPONENT DEVELOPED?
3. HOW MANY PEOPLE WERE INVOLVED IN YOUR UNIT?
4. WHAT PROBLEMS DID YOU EXPERIENCE IN ESTABLISHING THE UNIT?
5. WHAT SOLUTIONS WERE REACHED?
6. HOW MUCH INTERNAL TRAINING WAS NECESSARY IN ORDER TO IMPLEMENT YOUR EVALUATION PLAN?

Section VII deals with the installation of an evaluation unit. In most cases this is inappropriate because most of the consortium agencies had an existing evaluation unit. Some of the agencies that had evaluation units expanded considerably in size. One agency went from a staff of one to a staff of thirty employees; another expanded from a staff of one to a staff of seven; and another expanded from a staff of two to a staff of twelve. This is not to say that the MTP was the cause for the expansion, but hopefully the MTP helped.

The following "additional comments" were provided by the adjunct professors during the interview sessions. These comments are directed toward those attempting to build a project similar to the MTP.

1. There should be two internships for each student. The first, lasting two or three days. Primarily for the purpose of visiting a cross sample of the agencies. This would enable the student to structure a better program while at the university. The second internship should last approximately six months. If the internship is funded by the consortium, an intern would receive a

variety of experiences. If the agency pays them, the intern would be assigned to a particular position.

2. Avoid political confrontation that involves the effectiveness of the project.
3. The consortium is an excellent concept and should be expanded.
4. If the consortium is to develop sufficiently it must receive adequate support from the Federal government.
5. The consortium gives feedback to see what is needed in a university training session.
6. Since universities do not have sufficient information on problems within school districts, the consortium can provide the linkage to the university to deal with such problems.

APPENDIX A

VITA

The Center for Research and Leadership Development
In Vocational and Technical Education
The Ohio State University

The organizational structure, program, and related resources of The Center have a unique contribution to make to the proposed project, "New Patterns for Training Research, Development, Demonstration, Dissemination and Evaluation Personnel in Education." The Center is organized as an independent unit on The Ohio State University campus and operated directly under the Office of the Provost and Vice President for Academic Affairs. It is multi-disciplainary in its staff and orientation, inter-institutional in its program and operational commitments, and comprehensive in its focus on the full range of problems surrounding vocational and technical education.

In addition to the research, development, diffusion, and training components, it also operates an ERIC Clearinghouse as an integral part of the orgainzation structure. The mission of The Center is:

To strengthen the capacity of state educational systems to provide effective occupational education programs consistent with individual needs and manpower requirements, through

(a) Research and development to fill voids in existing knowledge and to create methods for applying knowledge.

(b) Programmatic focus on state leadership development, vocational teacher education, curriculum development strategies, vocational choice and adjustment.

(c) Stimulating and strengthening the capacity of other agencies and institutions to create durable solutions to significant problems.

(d) A national information storage, retrieval, and dissemination system for vocational and technical education through the affiliated ERIC Clearinghouse.

The Center is organized to optimize programmatic research and development, focusing on significant problems in vocational and technical education. Six major program areas are maintained, several of these directly relevant to the proposed project. Further, the staff of The Center provides research, development, diffusion, and evaluation expertise. The ERIC Clearinghouse provides an added dimension in information systems and information analysis. The senior staff of The Center hold academic titles in relevant departments of The University. At the present time, eighteen hold academic appointments from seven different departments in four different colleges or schools.

During the past several years, The Center has engaged in a wide range of activities which substantively and methodologically relate directly to the proposed project. It has also had extensive experience in establishing, operating and participating in consortia. To date, collaborative relationships have been established and maintained with seven professional associations, forty-one universities and colleges, three community colleges, and fifteen state departments of education.

VITA

Cincinnati, Ohio Public School System

The Cincinnati Public School System serves 85,000 children in 108 buildings. The central administration, headed by the superintendent, is divided into five departments: Educational Program; Field Management; Business; Student Development and School Plant. The first two departments are headed by Associate Superintendents, the latter three by Assistant Superintendents.

The Department of Educational Program consists of four divisions: Instructional Services; Program Research and Design; Evaluation Services and Resource Services. Instructional Services contains some forty subject matter and curriculum specialists who develop curriculum, supervise classroom teachers, and provide in-service training programs to teaching staff. One of the major tasks of these specialists is the production of curriculum bulletins (courses of study). This group also has major responsibility for input evaluation and pilot implementation of innovative curricula, e.g. PSC, BSCS, SMSE, Sullivan Reading, etc. All persons in this division are certificated, with Master's Degrees, usually in subject areas. One member of the staff holds the doctorate.

The Division of Program Research and Design serves as a catalytic agent for instructional innovation thus working closely with Instructional Services. The staff consists of nineteen full time professional people engaged in research, development, and evaluation activities. Six evaluation specialists are charged with Title I, Title III, and state compensating program evaluation. Two researchers are developing a school information system aided by a programmer analyst and statistician (Title III). A project coordinator and six teachers are developing a three-year-old preschool program (Title III). Finally, two persons are responsible for program design, mainly of federal and state program. The division is headed by a director and one associate director for Research and one associate director for Design (development). Of the staff of nineteen, six hold doctoral degrees while two others will complete their degrees this year. This division submits many grant applications and manages several distinct projects. It is administratively responsible for one elementary school designated as an R&D Center. Research by outside persons and agencies is channeled through this division which also produces the Journal of Program Research and Development (about twenty-five volumes over the past five years). In 1966 the Office of Education published 100,000 copies of the Title I evaluation report of this division for national distribution.

The Division of Evaluation Services has eight full time people, all with M.A.'s. Five of these people serve as group test examiners, administering such tests as achievement, I.Q., G.E.E., Advanced Placement, S.A.T., etc. Thus, the division administers the school testing program. In addition, the remaining three persons conduct systemwide studies on such matters as profit mobility, and follow-up studies. At present they are developing a pupil sampling item sampling technique (with ETS) to measure all forms of student achievement in the ninth grade.

The Division of Resource Services is a central library for audio-visual aids. It evaluates and selects A-V materials which are sent to schools upon request. The staff has four professional persons including a specialist in multimedia and a resource center supervisor.

These four divisions comprising the Department of Educational Program would be most directly involved in the consortium.

VITA

The Council of the Great City Schools

The Council of the Great City Schools is a consortium of twenty-one of the largest school districts in the United States. It represents the large cities, and the common thread which holds the organization together is urban education and the problems faced in the urban setting. Within the member districts of the Council are some five million public school pupils, or approximately 12% of the national public school population. The Council is the only national organization whose total concern is urban education, and it is the only one which has both school superintendents and Board of Education members on its own Board.

The Council has three major priority areas. Under the first general umbrella is equal educational opportunity, and there are now projects funded in this area for technical support with problems of desegregation, for training of minority group representatives for school administrative positions, and for exploration of student participation in the decision-making process in school operation. The second general area is curriculum, and the major effort here is a large developmental project in vocational education, which is currently in the planning stage.

The third major area of Council interest is in improved management practices in large urban school districts and in supportive research and evaluation activities. The largest project in this area involves the development of a model management information system in the Dallas Independent School District. The Dallas MIS is being built as an extension of the Belmont Information System of the Office of Education. It is meant to be adaptable to other large city school systems, and it involves extensive training and orientation among the Council's other twenty members. The Council also has management support contracts in the performance contracting area within three of its member districts.

Of more direct interest, the Council has been engaged in research training as part of its support of the general management area for some three years. Two research training projects are currently funded by the Office of Education and are administered directly by Council staff.

The first of these is an in-service project which has provided a series of three-day sessions for research directors and for members of research division staffs. Such subjects as general measurement theory evaluation, proposal writing, instructional systems, regression analysis, attitude measurement, and systems approaches to the solution of educational problems have been included. This series has been quite well received within member districts and is generally cited as one of the Council's most useful activities.

The second training project is largely presevice-oriented and is in three parts. Four interns are located in the Council's central offices in Washington, D.C. and have been involved in the special areas of testing, performance contracting, research publications, and curriculum development in vocational education. Under subcontract to the Council, the School District of Philadelphia is training six interns. These young people work half-time in the Office of Research and Evaluation of the Philadelphia Schools and take formal courses at the University of Pennsylvania the other half of their time. They will receive M.A. degrees in educational research at the end of two years providing they meet all requirements of the University. The third part of the program involves development of a new evaluation model and related training activities at Teachers' College, Columbia University. This is handled on a purchase-of-services arrangement.

The Council thus has experience in research training, and this continues to be an area of special interest. It should be understood, of course, that "research" is being used int its broadest sense in the Council's activities.

The Council brings to the Consortium its own personnel resources. Far more than that, however, it can draw upon the vaster resources of the twenty-one districts which comprise its membership. It is the hub of a communications network among these districts, and it can reach specific decision-makers and affect decisions more quickly and more effectively than is possible in any other way. On many important issues, when it has been empowered by its Board of Directors, the Council speaks for its members. In a real sense the Council of the Great City Schools represents the major urban school districts and their interests, and it provides the mechanism through which many problems of urban education may best be addressed.

VITA

Dallas Independent School District

The following description is an attempt to highlight those institutional, programmatic, and staff characteristics of the Dallas Independent School District which seem to be most immediately and beneficially related to its role as a Field Training Complex in a Model Training Program for RDD&E personnel.

Institutional Structure for RDD&E

The main locus for RDD&E activities in the District is the Division of Development, which is one of the three divisions in the District, each being headed by an Associate Superintendent who answers directly to the General Superintendent. The Development Division is divided into two broad areas--Innovative Learning Systems Projects and the Department of Planning, Research, and Evaluation, which department is divided into three functional groups, as follows:

1. Information Systems Group (ISG)

--data processing and analysis interface between user departments and the regional computer utility, Planning and Management Information System (PMIS) development and operation, and computer applications design. Prime locus of most context evaluation of an institutional research nature.

2. Planning Systems Group (PSG)

--long-range planning, operational planning, development and refinement of PMIS and interface with PPBS. Assists ISG in context evaluation and PMIS. Prime locus of input evaluation.

3. Research and Evaluation Branch (REB)

--resource for all research and evaluation design, program auditing, and program assessment. Prime locus of process and product evaluation of most developmental projects.

Some RDD&E activities are located in the Division of Instruction, especially the district-wide testing program, Title I evaluation, curriculum development, and staff development. The Department of Planning, Research, and Evaluation functions, however, at least in a technical assistance role to RDD&E activities located outside the Division of Development and functions in a coordinating or supervisory role in relation to the evaluation functions in some of the projects within these programs.

Major Program Highlights

Penny for Innovation Program

This program currently consists of more than thirty innovative projects funded from "a penny on the tax dollar." The program structure provides for four proposal-generating groups--teachers, principals, central office middle management, and executive team management. Each group has a peer group screening committee which passes approved projects to the steering committee for final approval.

Performance Contracting

Two major performance contracts totaling nearly one million dollars are presently operational in five high schools, one junior high school, and one elementary school. RFP's are near completion on several others for vocational-technical education in the new twenty-one million dollar Career Development Center.

Dunbar Community Learning Center

An elementary school in the inner-city area has been converted into a development/diffusion complex. In addition to the regular teaching and administrative staff, plus Title I programs, approximately one-half million dollars annually from private foundation funds (H. Ross Perot Grant) has been used to provide an overlay development/diffusion staff of approximately thirty professionals plus support personnel, organized around eight special centers, e.g., language arts, mathematics, health and physical education, social studies, etc. This center has been a field test site for several developmental programs from two USOE regional educational facilities and for several special instructional products, such as, IPI mathematics, Sesame Street, Taba Strategies, etc.

Major Staff Characteristics

The General Superintendent of the District, Dr. Nolan Estes, is strongly supportive of RDD&E activities, as are the majority of the present Board of Education. The Associate Superintendent of Development, Mr. Rogers Barton, has had extensive experience in proposal generation, instructional management, innovative learning systems development, and project planning and administration. Two assistant superintendents are positioned in the Division--one to head the Department of Planning, Research, and Evaluation, and the other to work with the Innovative Learning Systems Projects, especially in performance contracting projects. Both assistant superintendents hold terminal degrees and have experience in RDD&E activities.

The Division of Development has nine professionals with terminal degrees, distributed by major field as follows (note: one person holds two doctorates, therefore, the total of ten):

1. Educational administration	2
2. Educational research	2
3. Elementary education	2
4. Educational psychology	1
5. Sociology	1
6. Curriculum development	1
7. Philosophy	1

Three other professionals are well along in doctoral programs, and of six vacant positions yet to be filled in the 1970-71 fiscal year, at least two are expected to have completed or be near completion of terminal degrees. Approximately 75 per cent of the remaining professionals, excluding computer programmers, data systems analysts, etc., have at least masters' degrees. The total authorized manning level for the Division is in excess of fifty professionals plus support personnel.

VITA

Faculty of Educational Development

The Academic Faculty of Educational Development is a program level organizational unit (departmental) of the College of Education of The Ohio State University. As such, it has responsibility for Ph.D. and M.A. programs in Educational Development and an undergraduate minor program in Educational Research. In addition to its specified responsibility for offering these instructional programs, it is the administrative home of various funded research and development activities of its members and for two centers, the Evaluation Center directed by Daniel L. Stufflebeam and the Program Management Center directed by Desmond Cook.

The graduate level programs are designed flexibly to provide a basic common core of experiences for students in the areas of systems analysis in education and empirical research methods. Beyond that core, individual students design programs using the entire resources of the university to prepare themselves in one or more of the following specializations:

Educational Evaluation
Educational Planning
Educational Research Methodology
Educational Program Management
Instructional Technology
Educational Change

Students also are encouraged to devise programs which include a substantial amount of work in related professional areas, most frequently educational administration or curriculum and instruction.

The undergraduate minor program is an innovative effort involving thirty quarter hours of credit in courses, seminars and internship settings intended:

1. To prepare some persons who will ultimately become teachers to a level of proficiency in inquiry methods such that they will be able to use research as a basis for their own professional performance and growth.

2. To prepare some undergraduates to fill occupational roles in evaluation, research, and areas in public school agencies.

3. To provide a pool of trained undergraduates, some of whom may go on for graduate work in the field.

The central focus of all programs in this Faculty is directed at improvement, through empirical and systemic methods, of the way educational services are provided to learners in the real world.

Because of the rapid growth of tools and roles for which persons may be prepared in this general area, the total program is and must remain open-ended, experimental, and dynamic. Consequently, it is able to provide an appropriate academic home base for the efforts of the consortium.

VITA

Evaluation Center

The Evaluation Center, an agency of The Ohio State University College of Education, is committed to advancing the science and practice of educational evaluation. To serve this purpose, the Center's interdisciplinary team engages in research, development, instruction, leadership, and evaluation service activities.

The origin of the present Center traces back to the establishment of The Ohio State University Test Development Center in 1962. Because of the urgent need for a more comprehensive approach to evaluation than that afforded by standardized testing, the Test Development Center was expanded in 1965 into the present Evaluation Center, which has been concerned with many modes of evaluation in addition to standardized testing.

The Center has been engaged in five basic activities. The first is the development and verification of theory in the area of educational evaluation. Many theoretical papers, articles, and several books have had their origin in the work of the Center. Also, personnel of the Center have conducted a considerable amount of empirical research to test new theory formulations in evaluation. The most notable accomplishment of this activity has been the development of the CIPP evaluation model which has been the subject of study, instruction, and application on a national scale.

The second activity is the development of materials and mechanisms for the implementation of evaluation. This activity includes the development of evaluation instruments and of institutional units for the implementation of evaluation. The Center has developed more than one hundred standardized educational achievement tests, including eight forms of the General Educational Development tests. Work has been performed for local, state, and national educational agencies in the development of evaluation systems. Center personnel have performed work of this nature in the Bureau of Elementary and Secondary Education and the Bureau of Educational Personnel Development in the U.S. Office of Education, in the Southwest Educational Development Corporation in Austin, Texas, and in the Saginaw, Michigan and Columbus, Ohio Public Schools. The Center's most notable past achievement in this area was the development of the Office of Evaluation and Research in the Columbus, Ohio Public Schools.

The third activity is training. The Academic Faculty of Educational Development, which is the organizational home for the Evaluation Center within the College of Education, offers a Ph.D. program with a specialization in evaluation. This specialization is supported mainly by the professorial staff in the Evaluation Center. The Center has conducted two Education Professions Development Act training institutes in evaluation for groups of EPDA project directors. Also, the staff has developed several simulation exercises to support training in evaluation. Past Ph.D. graduates from The Ohio State University with experience in the

Evaluation Center and specialized training in evaluation include Thomas R. Owens, Assistant Professor, Hawaii Curriculum Center; Howard O. Merriman, Director, Office of Evaluation and Research, Columbus Public Schools; Blaine R. Worthen, Co-Director, Laboratory of Educational Research, University of Colorado; James Heck, Dean, College of Education, University of Delaware; Jack M. Ott, Assistant Professor, The Ontario Institute for Studies in Education, Toronto, Canada; Bernard M. Barbadora, Research Associate, Program Research and Design, Cincinnati Public Schools; Michael H. Kean, Assistant to the Superintendent, Philadelphia Public Schools; Michael S. Caldwell, Associate Dean, School of Education, University of Virginia; Walter M. Calinger, Assistant Professor, University of Nebraska; and Michael D. Hock, United Community Council, Columbus, Ohio.

The fourth activity pertains to the dissemination of information concerning educational evaluation. Means for dissemination that are employed by the Center include the distribution of working papers; publication of articles in professional journals, monographs, and books; presentations at national meetings; and the conduct of special national conferences pertaining to evaluation. The Center personnel coordinated the publication activities of the Phi Delta Kappa National Study Committee on Evaluation and conducted the 11th Phi Delta Kappa Symposium on Educational Research (which had as its focus the CIPP evaluation model).

The fifth activity involves the conduct of evaluation studies. Evaluations have been performed in relation to school programs in Saginaw, Michigna and Columbus, Ohio; a migrant education program in the Southwest Educational Development Corporation; and programs of The Ohio State University. These evaluation services provide a laboratory for research on evaluation and experience-based training.

Collectively the five activities conducted by the Evaluation Center should provide a research training laboratory for the proposed consortium-based program. The Evaluation Center certainly will respond to some of the evaluation needs of other agencies in the consortium which will produce further training opportunities.

VITA

Phi Delta Kappa

The activities undertaken through the Research Service Center during the past year are reported below under the two areas of concentration initially established at the Memphis Biennial Council and endorsed at the San Diego Biennial Council, dissemination of research results and research training.

Dissemination

Four activities encompass the Center's dissemination efforts: The School Research Information Service; Annual Research Symposia; Research Studies in Education; and Selected Study Committees.

The School Research Information Service. In its first year of operation SRIS accumulated approximately 500 reports for its library, encoded another 6,000 ERIC reports, and responded to 400 requests for information. An SRIS search now covers a library collection of nearly 40,000 documents. During the past academic year responses were made to about 200 requests for information per month. This is an increase of 80 responses per month (or a 67 per cent increase) over the previous year's responses.

Two changes in the operation of SRIS are currently being structured. One is a change in response format, the other is an additional service. Responses to requests may at present include: (1) copies of documents in the SRIS collection; (2) lists of document numbers for the relevant documents in the ERIC collection; and (3) directions for ordering the ERIC documents. At the present time a file of abstracts of the ERIC documents is being created. When that file is brought up to date the response will consist of copies of relevant ERIC documents, and instructions for ordering ERIC documents. This change should make the response to a request more informative than we are now able to make it.

The additional service is a modified selective dissemination service. Lists of descriptor terms have been generated for several professional specialities in education. If fifty persons will subscribe for a specific specialty list, SRIS can offer a quarterly service in which the subscriber will receive a publication that presents abstracts of all documents added to the retrieval system that are relevant to that area of specialty. A sample of such a publication is now being prepared to be used to promote subscriptions.

Annual Research Symposium. The publication for the ninth annual symposium, Bayesian Statistics has been available for several months. F. E. Peacock, Publishers, indicated that they filled approximately 1,000 requests for this publication as it first became available. Reviews of this manuscript have not appeared in the professional literature, as yet, however, one is scheduled for a coming issue of the Journal of Educational Measurement. When that is available copies will be sent to members of the Board of Directors.

The manuscript has not been completed for the tenth annual symposium. As indicated earlier a variety of problems plagued this symposium. Two outstanding papers were developed for it and an outline for a third. Publication of a manuscript on this symposium has been deferred until: (1) the third paper is completed; and (2) careful critiques of all three have been written by competent individuals. The death of the wife of the chairman of this symposium, Asahel Woodruff, has been a factor in the delay.

The eleventh annual annual symposium was held at The Ohio State University, June 22-24, 1970. Approximately 65 persons participated in this session. In preparation for the symposium all participants were sent copies of the manuscript, Educational Evaluation and Decision-Making, prepared by the Phi Delta Kappa Study Committee on Evaluation (a 542 page manuscript currently being published by F. E. Peacock, Publishers). Six of the participants were asked to prepare a critique of the evaluation theory and methodology presented in that manuscript from the point of view of their level of operation (They represented public school systems, colleges, research and development agencies, state departments of education, and the federal government).

Research Studies in Education. The volume reporting dissertations in education completed and underway in the 1967-8 academic year was completed and made available. Work on 1968-9 is well underway. Carter Good has submitted the research methods bibliography and Joe Mapes reports a target date of September 1 for the completion of the collation and indexing tasks.

Some conversation has been initiated regarding the facilitation of this task through the acquisition of tape-driven IBM typing equipment. This equipment will not only improve the appearance of Research Studies in Education but it will also expedite the preparation of camera ready copy.

Study Committees. Progress has been made during the year on the part of two of the three study committees started through recommendations of the Research Advisory Committee. Under the leadership of Daniel Stufflebeam the Study Committee on Evaluation has developed the manuscript described in connection with the eleventh annual research symposium. Other persons participating in the work of this study committee are Drs. Egon G. Guba (Indiana University), Walter Foley (University of Iowa), Robert Hammond (Ohio State University), Malcolm Provus (Pittsburgh Public School), Howard Merriman (Columbus Public Schools), and William J. Gephart. The manuscript is now in the hands of the publisher, F. E. Peacock and a target publication date of January, 1971 has been set.

Research Training

The Research Service Center's efforts relating to research training included: (1) Conduct of the National Symposium for Professors of Educational Research: 1969; (2) Planning of NSPER: 1970; (3) Participation in the AERA Task Force on Research Training; (4) Conduct of a USOE Research Project on the application of the Convergence Technique to basic studies or reading; (5) Chairmanship of the AERA Special Interest Group: Professors of Educational Research; and (6) Study of the institutions and programs offering the doctorate in education.

Additional Activities

The AERA-PDK Research Award Committee selected Dr. Benjamin Bloom, University of Chicago, as recipient of the 1970 award for his work on stability and change in human characteristics. He will present a paper on his work at the February meeting of AERA and Phi Delta Kappa will have publication rights on that manuscript.

At request of the National Center for Educational Research and Development of the U S Office of Education, The Director of Research Services participated in the writing of requests for proposals for two programs: (1) the three projects proposed as phase 1 of the R&D program on reading; and (2) projects for the systematic development of materials to be used in the training of research, development, diffusion and evaluation personnel.

There have been numerous requests for copies of the Research Service Center's Occasional Papers. Two changes have been made in this series: (1) the existing papers have been redone using the new IBM equipment (This has been done as existing copies have been depleted); (2) papers developed by persons outside the Research Center have been selected for this series (This typically is a paper that is too long for a journal article and which contains information related to the two general directions of the Research Service Center). The current list includes:

1. William J. Gephart - The Problem & Problem Delineation Techniques
2. Bruce B. Bartos - A Review of Instruments Developed to be Used in the Evaluation of the Adequacy of Reported Research
3. William J. Gephart - Profiling Educational Research
4. William J. Gephart - Application of the Convergence Technique to Reading
5. William J. Gephart - The Convergence Technique and Reading: A Progress Report
6. William J. Gephart - The Eight General Research Methodologies: A Facet Analysis of the Research Process
7. William J. Gephart & Bruce B. Bartos - Profiling Instructional Package
8. Gene G. Glass - Educational Knowledge Use (currently being printed)
9. Warren G. Findley - Measurement and Research in the Service of Education (currently being printed)

William J. Gephart

VITA

City of Saginaw Public Schools System
The Department of Testing and Evaluation

The Department was established in the Fall of 1968. A staff of five professionals from various fields in education is retained. The staff is comprised of a director and four evaluators.

Since its inception the Department of Testing and Evaluation has been affiliated with The Ohio State University Evaluation Center for purposes of obtaining post-graduate training in CIPP evaluation methodology and consultant services.

Presently the Department of Testing and Evaluation is involved in all major evaluations, (local, state, and federal) which are either required by law or mandated by the Superintendent. Some of these evaluation activities are presented in the list below.

Current activities of the Department of Testing and Evaluation:

1. Evaluation of Project BRITE
    a. Evaluation of the Instructional Improvement Program at Houghton School
    b. Evaluation of BRITE pilot programs and dissemination activities

2. Evaluation of ESEA Title I Programs
    a. Language Master Program
    b. Continuation School Program
    c. Parochial School Programs
    d. Pre-School Programs

3. Implementation of the Michigan Department of Education's (Bureau of Research) Evaluation Design for Selection 3 Programs

4. Implementation of the Michigan Assessment Program

5. Administration of the Standardized Testing Program
    a. Conducting In-service Education sessions relative to implementation and utilization test data

6. Consultation with those involved in curriculum planning throughout the school system (building principals, Joint Curriculum Committee Members, etc.)

7. Reporting to state and federal agencies

8. Statistical analysis of test data

9. Focusing and development of evaluation designs

10. Report preparation and dissemination

The Department, in addition to the above, has developed a rather complete set of working policies which have been approved by the Board of Education. The Department has developed an instrument bank (425 titles), innovative practices bank, data bank, and professional library in the areas of evaluation, research, and curriculum development. Brief resumes indicating the leadership capabilities of the professional personnel involved in evaluation and research follow:

Dr. Jack P. Taylor -- Present Position: Superintendent

Academic background: B.Sc. in Education, Bowling Green State University, 1953; M.Sc. in Education, Bowling Green State University, 1954; Ph.D., The Ohio State University, 1966. Publications: The Ohio School Boards Journal 1964, 1965; The Michigan School Boards Journal 1968; School Management 1970. Experience: Curriculum Coordinator, high school principal, research assistant, seminar coordinator, and Superintendent. Honors: E. E. Lewis Award, The Ohio State University; The Worth McClure Scholarship in School Administration, AASA and the NEA; Who's Who in American Education and Who's Who in the Midwest. State and National Committees: Program of the American Association of School Administrators, Press and Evaluation Committee of the American Association of School Administrators, College Admission Committee of the Michigan Association of School Administrators.

James A. Adams -- Present Position: Assistant Superintendent for Instruction

Academic background: A.B., in Secondary Education, Morehead State University 1958; M.A. in School Administration, Morehead State University 1961; Ph.D. (admitted to candidacy) The Ohio State University 1970. Publications: The Ohio School Boards Journal, 1970; "The Implementation of Evaluation Theory" in Report of the Eleventh Annual Phi Delta Kappa Symposium on Educational Research (to be published). Experience: Elementary teacher, junior high teacher, elementary principal, junior high principal, Administrative Assistant to the Superintendent, Research Associate, Assistant Superintendent for Instruction. Honors: E. E. Lewis Award in School Administration, The Ohio State University.

Dr. H. Douglas Covington -- Present Position: Assistant Superintendent of Educational Improvement

Academic background: B.S. in Elementary Education, Central State College, 1957; M.A. in School Psychology, The Ohio State University, 1958; Ph.D., 1966, The Ohio State University. Experience: Elementary teacher, coordinator of standardized testing program, recreation director, school psychologist, supervisor of testing and research, educational consultant, Assistant Superintendent. Honors: Jessie Smith Noyles Foundation Academic Scholarship. State and National Committees: Indiana State Board of Education and Commission on Textbook Adoption, 1967-68.

Dr. Richard E. Kelley -- Present Position: Assistant Superintendent

Academic background: B.S. in Business Administration, The Ohio State University, 1952; B.S. in Education, The Ohio State University, 1956; M.A. in Educational Administration, The Ohio State University, 1959; Ph. D. in Educational Administration, The Ohio State University, 1962. **Publications**: Ohio Schools, 1963, 1964; The Executive Housekeeper, 1969. **Experience**: Distributive Education Coordinator, Executive Head, Research Assistant, Assistant Superintendent.

Jerry R. Baker -- Present Position: Director of Testing and Evaluation

Academic background: B.S., M.A., Ed.S., Central Michigan University. **Publications**: Michigan School Board Journal, 1967. **Experience**: Teacher, Research Assistant, Senior High School Guidance Counselor, Title I Evaluation Coordinator, Director of Testing, Director of Testing and Evaluation. State and National Michigan Oral Appraisal Board.

The following description outlines further some of the characteristics of the school system and the community along with some evidence of the school system's financial strength.

Streamline Operations

The City of Saginaw is an industrial community with a population of approximately 100,000. The population is changing in racial balance following the national trend, i.e., the white middle class and upper class population is moving to suburban areas and being replaced by minority races and poor white people.

The schools serve approximately 23,000 pupils. There are 28 elementary cente 6 junior highs, 2 high schools and 1 vocational school. Test results indicate that the ghetto schools have not been successful in meeting the needs of children in those areas. The technical school has also fallen short of the needs of pupils for this type of program.

Saginaw relies on the property tax for slightly over half of its local support. The total tax duplicate is over $450,000,000 or approximately $19,600 per pupil. The present tax rate for operating purposes is 23.8 mills. An additional 2 mills is used to retire bonds which are used to fund capital projects. The State of Michigan provides approximately 40% of the operating revenues of the district.

The school has budgeted $19,135,000 for the school year 1970-71, or approximately $833 per pupil. Instruction alone will run nearly $15 million dollars or approximately $652 per pupil. These figures do not include nearly $700,000 in federal monies or $70,000 from other special grants.

In 1967, the taxpayers provided a new levy of 8 mills to support a total educational program which included an inter-city program called BRITE and

and new vocational technical school to be called the Career Opportunity Center. The former has been in operation for two years and the latter will open in the fall of 1972.

Funds to support these programs have been put into reserve to assure that they will have adequate funds to implement them as they are developed. At the time of this writing $1,338,000 are in those reserve funds.

APPENDIX B

INTERVIEW SCHEDULE

Development of the Model Training Projects Consortium

Section I

1. What were the needs of your organization (relate to):

   a) Problems
   b) Projects
   c) Organizational (Plans)

2. What problems were associated with the needs cited above?

3. How did evaluation effect decisions which related to the resolution of needs and problems?

Section II

1. What needs, problems, and opportunities influenced your decision to become a member of the consortium?

2. What problems did you experience in getting a letter of commitment from your agency?

3. In reviewing the criteria for selection (hand interviewee copy of criteria) which criteria was the most difficult? Why?

Section III

1. What advantages did you expect to gain as a member of the consortium?

2. What were the advantages of belonging to the consortium?

3. What problems did you experience as a result of belonging to the consortium?

4. To what extent was your agency involved with other members of the consortium?

   a) Sharing of materials
   b) Working of resolution to common problems
   c) Exchange of personnel

5. Were the site visits by the MTP staff of value to your organization? In what way?

6. Did you participate in any site visits?

7. To what extent were you or members of your staff involved with the MTPs evaluation unit?

8. In what ways did the PRDB serve your agency?

9. Did you or members of your organization work with the PRDB staff?

10. Were you or members of your staff involved in shared activities with the materials development component of the model training project?

Section IV

1. To what extent were you and your agency involved in the planning phases of the MTP project?

2. Did you participate in the selection of members of the consortium?

3. Were you satisfied with your opportunity to take part in MTP decision-making?

Section V

1. How many internships were available in your organization for MTP students?

2. What problems did you face in acquiring internships?

3. What problems did you experience in relationship to the advisement of interns? (example: information concerning problems you experienced) if answer to one was no, go to next section.

4. Were you satisfied with the interns you received from the MTP?

Section VI

1. What was the total operating budget of the evaluation unit as of December 30, 1972? (If no budget was available, go to next section)

2. How much of the money was soft money?

Section VII

1. Did your organization install an evaluation component? (If no unit was established go to next section)

2. To what extent was the evaluation component developed?

3. How many people were involved in your unit?

4. What problems did you experience in establishing the unit?

5. What solutions were reached?

6. How much internal training was necessary in order to implement your evaluation plan?

APPENDIX C

CRITERIA FOR MTP CONSORTIUM MEMBERSHIP

CRITERIA FOR FIELD-BASED TRAINING AGENCIES PARTICIPATION IN THE OHIO STATE UNIVERSITY-BASED MODEL TRAINING PROGRAM IN EVALUATION

1. The Agency is developing or is planning to institutionalize an evaluation unit in its organization.

2. The agency shall submit a plan in writing for accomplishing the institutionalization of evaluation. This plan will include:

    a) functions of the evaluation unit
    b) staff positions of the evaluation unit
    c) present personnel capabilities for filling positions in "b"
    d) personnel needs for unfilled position

3. The agency shall commit resources to implement the institutionalization plan. Support by the agency for staffing, for installation of the evaluation unit, and for operation of the evaluation unit is estimated at $200,000 per year or some reasonable amount of the operating budget.

4. The agency shall commit an on-staff person (Ph.D. level) as an adjunct professor of the Academic Faculty of the Educational Development Department at The Ohio State University to direct the on-site training in evaluation for trainees. This person shall commit himself to:

    a) conduct regularly scheduled seminars for trainees within the developed guidelines of the project
    b) attend all meetings and workshops scheduled for agency representatives

5. The agency shall serve as a recruitment and placement agency for trainees of the program.

6. The agency shall serve as an organization to field-test appropriate materials.

7. The agency shall commit itself to pay support and to pay tuition costs for all trainees receiving Ohio State University credit in the time they are based as an intern in that agency.

8. The agency and the Ohio State University shall jointly recruit and train staff necessary to meet the manpower needs identified in the project and also the needs of the agency.

9. Applicable only to those agencies so indicated in the approved budget, provide cost estimates up to $4,600 to provide replacement time for individual named in item 4 above and for other miscellaneous costs. This reimbursement is to be provided after the performance criteria in these items 1-8 are met.

10. Provide a letter to Darrell Root (614-422-1368) agreeing generally to these criteria and signed by an authorized business official of your agency along with his telephone number. This letter should list the individual named in item 4, and his telephone number and attach the plan requested in Item 2. An agreement will be submitted for your review as soon as we receive your letter and obtain Government approval.